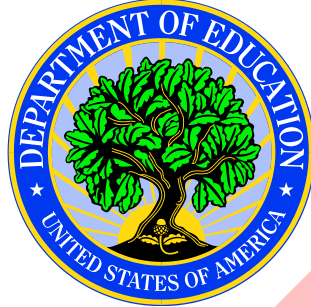


Revised State Template for the Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act



U.S. Department of Education
Issued: March 2017

OMB Number: XX

Expiration Date:

Paperwork Burden Statement According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0576. The time required to complete this information collection is estimated to average 249 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this collection, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this collection, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Washington, DC 20202-3118.

Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),¹ requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- April 3, 2017; or
- September 18, 2017.

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017.

Alternative Template

If an SEA does not use this template, it must:

- 1) Include the information on the Cover Sheet;
- 2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- 3) Indicate that the SEA worked through CCSSO in developing its own template; and
- 4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above,

¹ Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

in concert with its consolidated State plan, if applicable.

Consultation

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

Assurances

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.

For Further Information: If you have any questions, please contact your Program Officer at OSS.[State]@ed.gov (e.g., OSS.Alabama@ed.gov).

DRAFT

Cover Page

Contact Information and Signatures	
SEA Contact (Name and Position):	Telephone:
Mailing Address:	Email Address:
<p>By signing this document, I assure that: To the best of my knowledge and belief, all information and data included in this plan are true and correct. The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304. Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
Authorized SEA Representative (Printed Name)	Telephone:
Signature of Authorized SEA Representative	Date:
Governor (Printed Name)	Date SEA provided plan to the Governor under ESEA section 8540:
Signature of Governor	Date:

Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

- ☐ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- ☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- ☐ Title I, Part C: Education of Migratory Children
- ☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ☐ Title II, Part A: Supporting Effective Instruction
- ☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- ☐ Title IV, Part A: Student Support and Academic Enrichment Grants
- ☐ Title IV, Part B: 21st Century Community Learning Centers
- ☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
- ☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)²

The Arkansas Department of Education facilitates the revision of challenging academic state standards on a six-year cycle. The schedule was altered slightly to revise the standards for math and English language arts during the same timeframe as directed by the recommendations from the Governor's Council on the Common Core. In addition, the Arkansas State Board of Education endorsed the Next Generation Science Standards to inform revision of the Arkansas K-12 Science Standards, which was undertaken as a multi-year process and overlapped in time frame the revision of the Common Core State Standards.

Arkansas statute A.C.A. § 6-15-404 describes the responsibilities of the Arkansas State Board of Education regarding development and implementation of challenging academic content standards to prepare students for college, career and community engagement.

Current legislation and rules set out that the Department shall appoint committees to write curriculum standards based on the Arkansas student learning expectations. Each committee shall consist of teachers and instructional supervisory personnel from public schools assisted by teachers from institutions of higher education. Committees will meet periodically to review, revise, and update the curriculum frameworks.

The academic standards revision committees are recommended by district- and/or building-level administrators and represent K-12 educators from five regions in the state of Arkansas: northwest, northeast, southwest, southeast, and central. Educators from institutions of higher education also on the serve on the committee. Educators from small, medium, and large districts collaborate to create challenging academic standards that meet the diverse needs of all students across the state to be college and career ready.

The revision committee consults a variety of documents to inform the revision process such as international learning expectations, international assessments, national assessments, professional standards, other states' standards, expert reviews, and community feedback surveys. The revision committees focus on writing standards that prepare students for success after high school in institutions of higher education or careers. Arkansas colleges have predominately used the ACT for college placement and remediation decisions. During the revision of the state standards for literacy and math the current ACT Aspire and ACT was considered for alignment purposes to the college and career ready domains.

Before and after the revision process, the general public provided input through community feedback surveys about the standards. The survey feedback provided input for final revision of the documents.

High quality assessments to measure college and career readiness have been adopted based on the recommendation from the Governor's Council on Common Core. The

² The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

council conducted numerous hearings and received public feedback regarding standards and assessments. The council led by Lieutenant Governor Tim Griffin was comprised of educators, administrators, parents, business owners, and recent students. The council made recommendations to the Governor's office to revise both the math and literacy standards and change the state assessment to ACT Aspire for 2016-2017.

Grade Bands	Assessment	Possible Purpose
K-2	Current RFQ: Provide high quality assesment choice for schools	Possible School Quality and Student Success Indicator Growth measures in K-2 <ul style="list-style-type: none"> • % meeting Grade level Lexile and Quantile levels.
3-8	ACT Aspire	Proficiency <ul style="list-style-type: none"> • ELA 3-8 • Math 3-8 Growth <ul style="list-style-type: none"> • ELA 3-8 • Math 3-8 Possible School Quality and Student Success Indicator: <ul style="list-style-type: none"> • Prof. or % Tested for Science 3-8
9-10 Decision to make 10 th grade count as proficiency was due to Science required grade band.	ACT Aspire	Proficiency <ul style="list-style-type: none"> • ELA 10th grade • Math 10th grade Growth <ul style="list-style-type: none"> • ELA 8-10 • Math 8-10 Possible School Quality and Student Success Indicator: <ul style="list-style-type: none"> • Prof. or % Tested for Science 3-8
Alternate Assessment for Significantly Cognitively Disabled Students	NCSC 2017-18 DLM 2018-	NCSC: ELA & Math DLM: <ul style="list-style-type: none"> • ELA 3-10 • Math 3-10

		<ul style="list-style-type: none"> Science 5, 7, 10 or all 3-10
11	The ACT- Optional for students	Possible School Quality and Student Success Indicator: <ul style="list-style-type: none"> Growth measures 10-11 % meeting Readiness Benchmark in 2 or more areas

Other assessment options: being considered for future inclusion:

12	WorkKeys-	Possible School Quality and Student Success Indicator: <ul style="list-style-type: none"> Concentrators (completed pathway- met BM readiness or Career Readiness (Silver)
10	Pre-ACT PSAT	Possible School Quality and Student Success Indicator possibilities: <ul style="list-style-type: none"> % tested

2. Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):

- i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?

☐ Yes

☒ No

- ii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:

- The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
- The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111©(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
- In high school:
 - The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;

2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and

3. The student's performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111©(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

☐ Yes

☒ No

iii. If a State responds "yes" to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

[Click here to enter text.](#)

3. Native Language Assessments (*ESEA section 1111(b)(2)(F) and 34 CFR 200.6(f)(2)(ii)*):

i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.
89% of students in the state of Arkansas are English only, while 11% are languages other than English. Of the 11%, that indicated other languages only a small percent of those students are considered to be Emerging based on ELPA 21 data. The largest group are Spanish speaking students making up approximately 9% of the other languages. To be considered a significant student population for the state, it would need to exceed 25% of students speaking in a specific language other than English, and at least 15% of that population considered emerging.

ii. Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.
Arkansas does not provide assessments or instruction in other languages than English. Arkansas has state legislation that cites that the basic language for instruction is English.

iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.
No assessments were identified as needed at this time.

iv. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

a. The State's plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);
The state will continue to monitor student language data, to determine if an assessment in another language is needed.

- b. A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and Appendix: Percent of students identified as Language other than English
 - c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.
The State has determined that there is not “to a significant extent” student populations for languages other than English present.
4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111© and (d)):

Overview of the Vision for Excellence in Education and the Framework for the Arkansas Educational Support and Accountability System

The passage of the Every Student Succeeds Act (ESSA) in December of 2015 ushered in an unprecedented opportunity to reframe state accountability systems within states’ unique contexts, enabling each state to personalize its approach to ensuring equity, access, and opportunity for all of its students. Specifically, the purpose of the federal Title I is to “provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps (§ 1001, ESSA, 2015). At the state level, Article 14, § 1 of the Arkansas Constitution requires the State of Arkansas to provide a general, suitable, and efficient system of free public schools to the children of the state. Further, the Arkansas Supreme Court in *Lake View School District No. 25 v. Huckabee*, 351 Ark. 31 (2002) noted it is the absolute duty of the State of Arkansas to provide all public school children with a substantially equal opportunity for an adequate education.

Arkansas’s response to state and federal requirements in the early 2000s, No Child Left Behind through ESEA Flexibility, focused on the construct of equity within the dominant ‘adequacy’ mindset following the Arkansas Supreme Court ruling and the federal requirements under NCLB. In contrast, the Arkansas Educational Support and Accountability System proposed in this plan reflects a new vision, a Vision for Excellence in Education (the Vision), that moves beyond adequacy to excellence and capitalizes on the unique opportunity that the Arkansas Department of Education (ADE) and local education agencies (LEAs) have to reimagine a coherent accountability system that integrates federal, state and local efforts and resources to enhance equity and access to opportunities to benefit all students in Arkansas. As indicated in the [Vision for Excellence in Education](#) the ADE is transforming Arkansas to lead the nation in student-focused education so that every student graduates ready for college, career, and community engagement. The Vision has five specific goals (Figure XX). The first four are student-focused. The fifth goal sets the tone for the leadership, support, and service the ADE will provide to LEAs through development of the personnel within the agency.

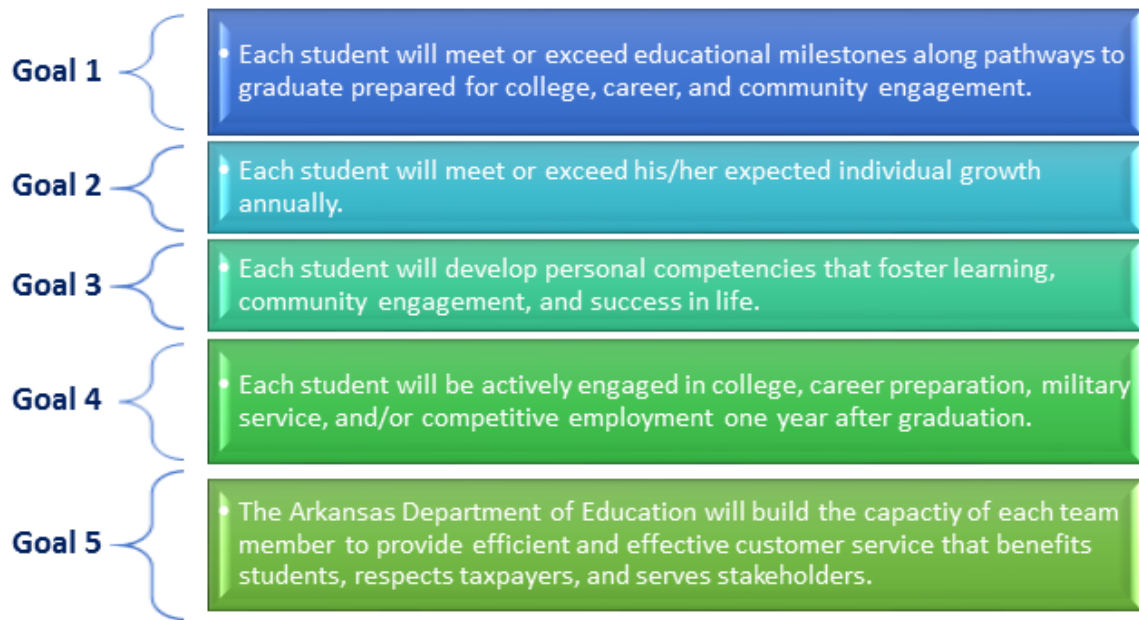


Figure XX. Goals for the Vision for Excellence in Education.

The ADE established key values within which to anchor and support the Vision and inform the theory of action for accountability (Figure XX).

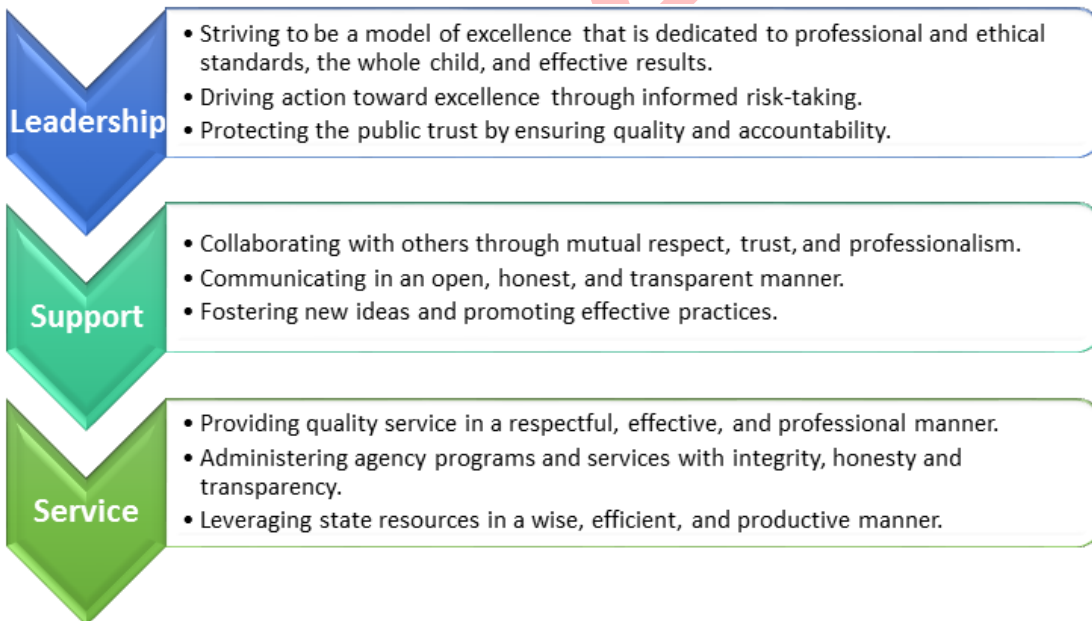


Figure XX. Values anchoring the Vision for Excellence in Education.

Looking beyond the traditional education paradigm, the Vision sets a course for preparing Arkansas students for a future that may be different from the college and career paradigm today. Already, the lines between college, technical, and career postsecondary readiness have blurred. The academic content and

skills that students must acquire and demonstrate for success must dive more deeply into complex thinking and learning, creative problem solving, synthesis, and design. Students need to develop internal motivation and the tenacity to persist in adversity in a future where change and innovation will be the norm.

The Vision sets a new course for ADE leadership, support, and service to LEAs as well. It falls to the State to provide the framework necessary to ensure that all students in the public schools of Arkansas have a substantially equal opportunity to achieve and demonstrate academic readiness, individual academic growth, and competencies through the application of knowledge and skills in core subjects, consistent with state academic standards through a student-focused learning system(Act 930 cite ACA). To move toward the Vision the educational support and accountability system must drive the desired changes in the state and local systems by including multiple measures of student success and school quality in a coherent system which will support State and local decision-making to create and enhance effective student-focused learning systems.

The Vision for the ADE and LEAs represents a significant shift in the way we think about student learning and the systems that support student learning. To achieve this, ADE has honored the work that came before by learning important lessons from previous systems and applying lessons learned from past systems to the Arkansas Educational Support and Accountability System through data-informed design. Through leadership, service, and support, the ADE has and will continue to use meaningful consultation with stakeholders to reimagine and iteratively design this coherent system using an evidence-based theory of action. The ADE will support LEAs as the State transitions from its former statewide system of support, which focused on the school as the unit of analysis and thus the focus of support, to shift toward supporting and empowering LEAs to improve their struggling schools and make significant progress toward closing long standing achievement gaps.

The new system honors where students and schools are at present, recognizes the important input characteristics of schools and district's, and leads LEAs to personalize their pathway to an aspirational vision of the future (ie state long term goals) by a coherent, comprehensive support and accountability system responsive to stakeholders' input and lessons learned from prior state and federal accountability systems. Figure XX illustrates the intended shift this system represents for supporting school quality and student success through AESAS.



OUR JOURNEY

From Adequacy, Labels, and Achievement
to Student Success and School Excellence



Theory of Action

A coherent accountability system is guided by clearly defined goals and indicators of success that are congruent with a state's Theory of Action (TOA), the logic underlying the design of the accountability system to incentivize and support goal attainment (Hall, Domaleski, Russell, Pinsonneault, 2017). The selection of indicators and how they are used and weighted within the accountability system should align and support the overarching goals of the system. Mindful of the student-focused outcome goals of the Vision, the accountability system serves as a mechanism to promote transparency in the progress and outcomes of LEAs' and their schools' continuous inquiry and improvement efforts in achieving or making progress toward expected outcomes.

A primary goal of the Arkansas Educational Support and Accountability System (AESAS) is to inform educators and stakeholders about school quality and student success as well as the progress and outcomes of schools' and districts' continuous improvement efforts. Transparent communication about school quality and student success is an active expression of leadership that values and earns public trust by ensuring quality and accountability in fulfilling its primary

function as the State education agency. Another goal of the AESAS is to identify struggling schools and notify district leaders when schools within their systems are in the most need of district support to achieve immediate and continuous improvement. Figure XX illustrates a high level theory of action (TOA)



A coherent theory of action clarifies important inputs in the system that provide the resources/supports to carry out the actions theorized to achieve the intended outcomes. AESAS changes the focus of ADE efforts from intervening in struggling schools directly, to empowering and enabling LEAs to harness local, state, and federal resources to enhance outcomes for all students, particularly those in struggling

schools and those historically underserved. To achieve this end, LEAs will need to play the central role in leading their local system through continuous inquiry and improvement cycles, supported in varied degrees by the statewide system of support based on data-informed needs. A central concept in the theory of action is an intentional shift in the expected state inputs and expected LEA inputs-the focus at each level and the role of support in ensuring schools can focus on what matters for student learning.

The annual meaningful differentiation system will provide annual summaries of robust indicators to include: achievement, growth, graduation rate, English learner progress in English proficiency, and fifth indicators for each grade range responsive to stakeholders and State and federal requirements. This school performance rating system for annual meaningful differentiation of schools, along with measures of interim progress that are transparent, ambitious, yet achievable landmarks, provide information to ADE and LEAs to steer their courses toward achieving long term goals. The indicators in the School Performance Rating, while robust for high-stakes accountability use, are not intended to be the sole focus of LEA and school efforts for continuous improvement. The School Performance Rating provides a snapshot of the outcomes of school quality and student success (SQSS). A focus on these outcomes alone would short-circuit true continuous inquiry and improvement. ADE and LEAs are shifting from focusing narrowly on the annual snapshot of SQSS (Figure XX) to promoting deeper review of the inputs and strategic efforts needed to ensure all students have access to opportunity for success.



Figure XX. Moving from focus on snapshot of SQSS to comprehensive approach to factors underlying SQSS.

To achieve the Vision ADE will need to support LEAs in the shifting their approach just as the ADE shifts its approach from intervening in schools to supporting LEAs who in turn, will be responsible for supporting struggling schools within their systems. LEAs will need to think wholistically about their system and strategically about human/fiscal resource allocation for schools identified as struggling and in need of Comprehensive Support and Improvement (CSI) or struggling with consistently underperforming student group(s) and in need of Targeted Support and Improvement (TSI). The LEAs' continuous inquiry and improvement processes will play a critical role in focusing educators' efforts on what matters for learning. Figure XX illustrates the intended local inquiry and improvement cycle.

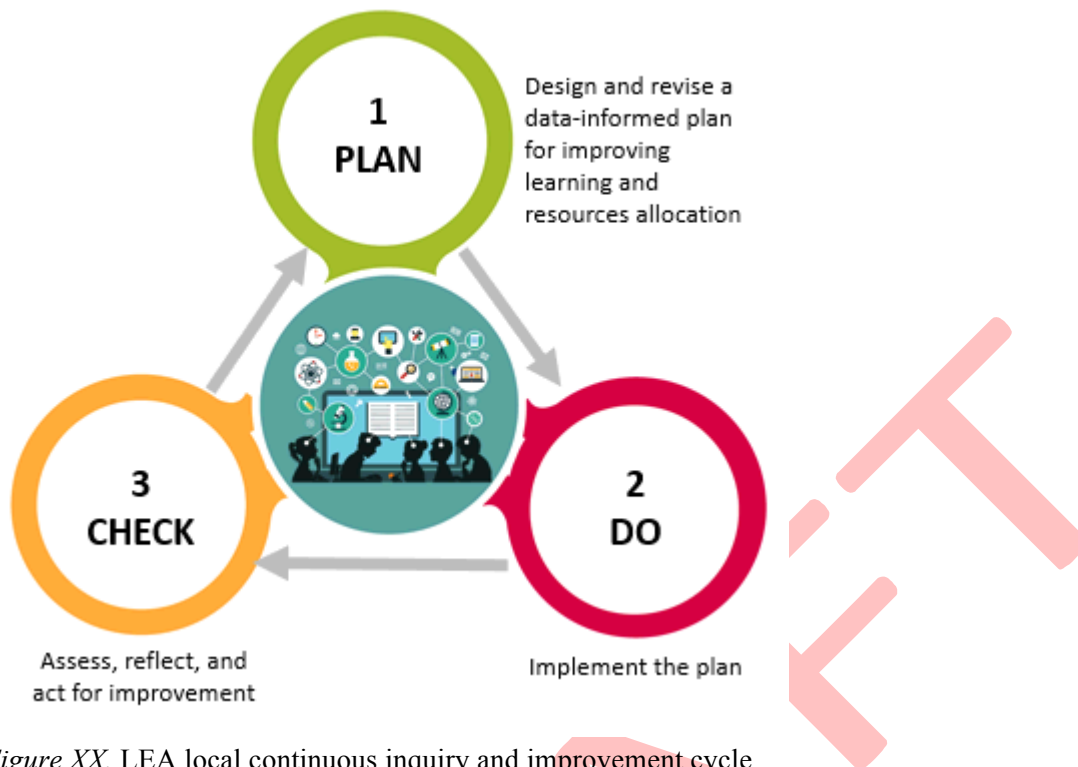


Figure XX. LEA local continuous inquiry and improvement cycle.

By focusing on factors close to work of improving student learning, and supporting struggling schools in addressing these factors, LEAs will be laying the groundwork to achieve better outcomes on the School Performance Rating. ADE will focus on providing supports to LEAs to ensure these processes are high quality/high impact.

The School Performance Rating system for annual meaningful differentiation system will enable ADE to identify struggling schools based on multiple indicators, notify LEAs of struggling schools or student groups within their schools, and collaborate with them to support their work in improving school outcomes. Data from the differentiation system will enable ADE to design and provide strategic, data-informed support to LEAs. Through annual school performance ratings education stakeholders will have transparent access to critical indicators of school quality and student success. The ratings will be accompanied by more expansive, visually intuitive reporting of key indicators and related information to enhance interpretation. The ratings will signal to LEAs the extent to which schools within their system are achieving important student success outcomes. State supported reporting of more expansive information will enable LEAs to use a rich set of information on factors closer to the learning to drive significant improvements at the student and classroom levels.

Clarifications for the TOA from Stakeholders

The ADE engaged in meaningful consultation with stakeholders to clarify the theory of action. The ESSA Accountability Advisory Team, comprised of stakeholders from across the state, convened weekly online meetings to dig into details of the theory of action. Among the clarifications provided by stakeholders were the following contributions regarding the theory of action.

- If indicators of school performance are meaningful to educators, understandable to stakeholders, and based on metrics that reflect school impacts (not external factors), then the accountability indicators will meaningfully differentiate between schools and inform schools and stakeholders about areas of strength and areas for improvement.
- If indicators included in the state accountability system are connected in meaningful ways to learning outcomes for students, then educators and stakeholders will understand the importance of improving them.
- If the accountability system includes an explicit measure of achievement gap closure, then equity becomes an important goal on which schools can focus their efforts for improved student learning.
- If the state accountability system values Career and Technical Education/ Industry certification equally with AP/IB/ concurrent enrollment then schools will be incentivized to provide pathways for all students.
- If we use a limited but robust set of indicators in the state accountability system, and we support and encourage districts to use a local cycle of inquiry with indicators that are close to the work of student learning, then student outcomes will improve as long term continuous improvement cycles have the intended impact.
- If schools get credit for extended year cohort graduation rates, then schools will be incentivized to recover students who have dropped out of school and ensure these students complete their diplomas.
- If performance goals are set based on relative comparison groups (like schools/districts of similar size, demographics, poverty, etc), then a more reasonable interim progress measure may be established and schools/districts “beating the odds” are more likely to be recognized for their achievement.

These additional clarifications have informed the detailed modeling work necessary to proposed responses for the remaining sections of the State Accountability Plan.

a. Subgroups (ESEA section 1111©(2)):

- a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111©(2)(B).

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

- b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with

disabilities, and English learners) used in the Statewide accountability system.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

- c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

☒ Yes

☐ No

- d. If applicable, choose one of the following options for recently arrived English learners in the State:

☐ Applying the exception under ESEA section 1111(b)(3)(A)(i); or

☒ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or

under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

[Click here to enter text.](#)

ii. Minimum N-Size (ESEA section 1111©(3)(A)):

- a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

- b. Describe how the minimum number of students is statistically sound.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

- c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

- d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.³

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

- e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

iii. Establishment of Long-Term Goals (ESEA section 1111©(4)(A)):

a. Academic Achievement. (ESEA section 1111©(4)(A)(i)(I)(aa))

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations

³ Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

prior to final policy decisions.

b. Graduation Rate. (ESEA section 1111©(4)(A)(i)(I)(bb))

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (2) how the long-term goals are ambitious; and (3) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.

4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

c. English Language Proficiency. (ESEA section 1111©(4)(A)(ii))

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide

English language proficiency assessment, including: (1) the State-determined timeline for such students to achieve English language proficiency and (2) how the long-term goals are ambitious.

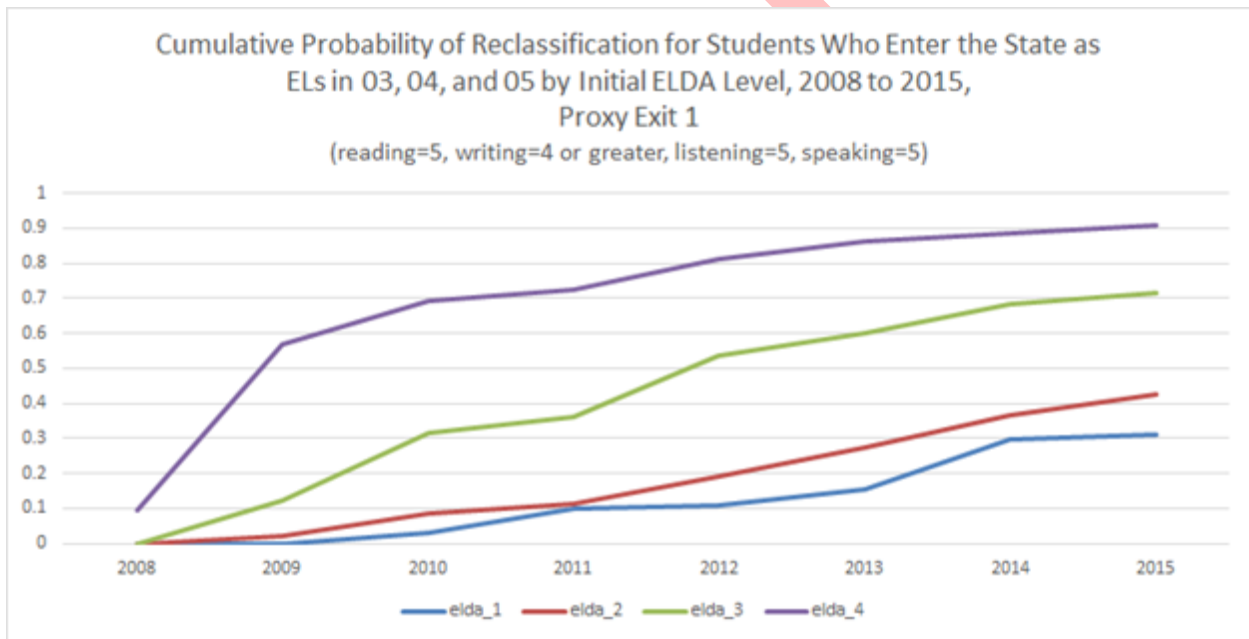
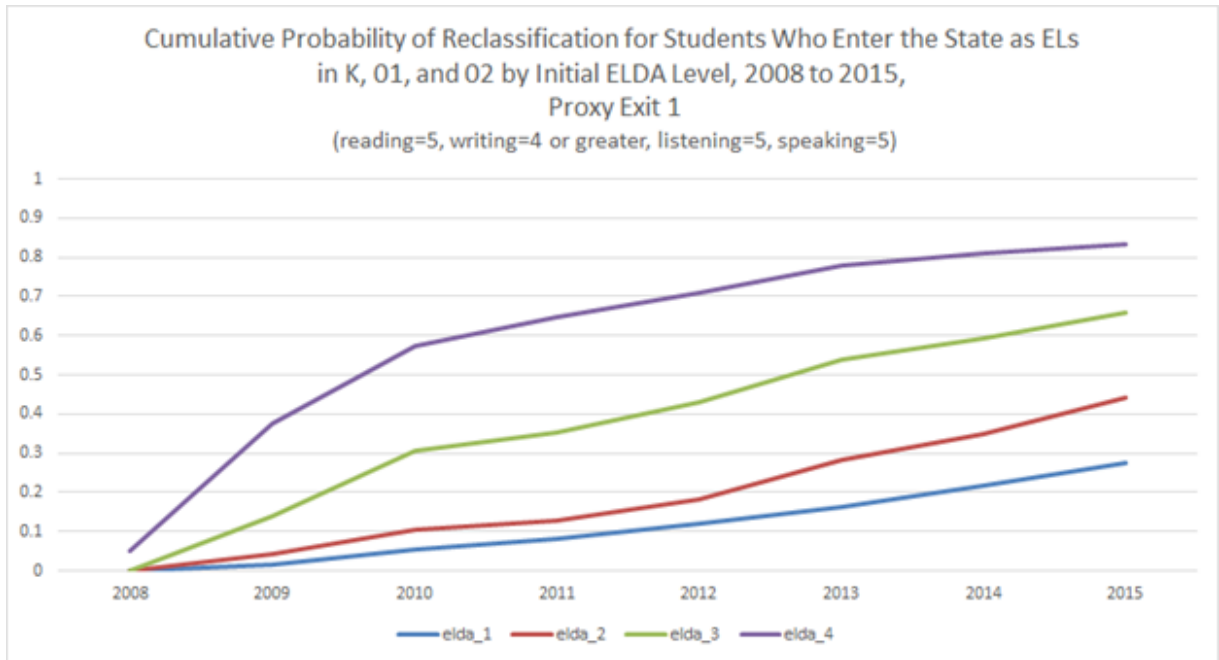
English Learners' Time to Reclassification--(Arkansas ELDA Data 2008 to 2015)

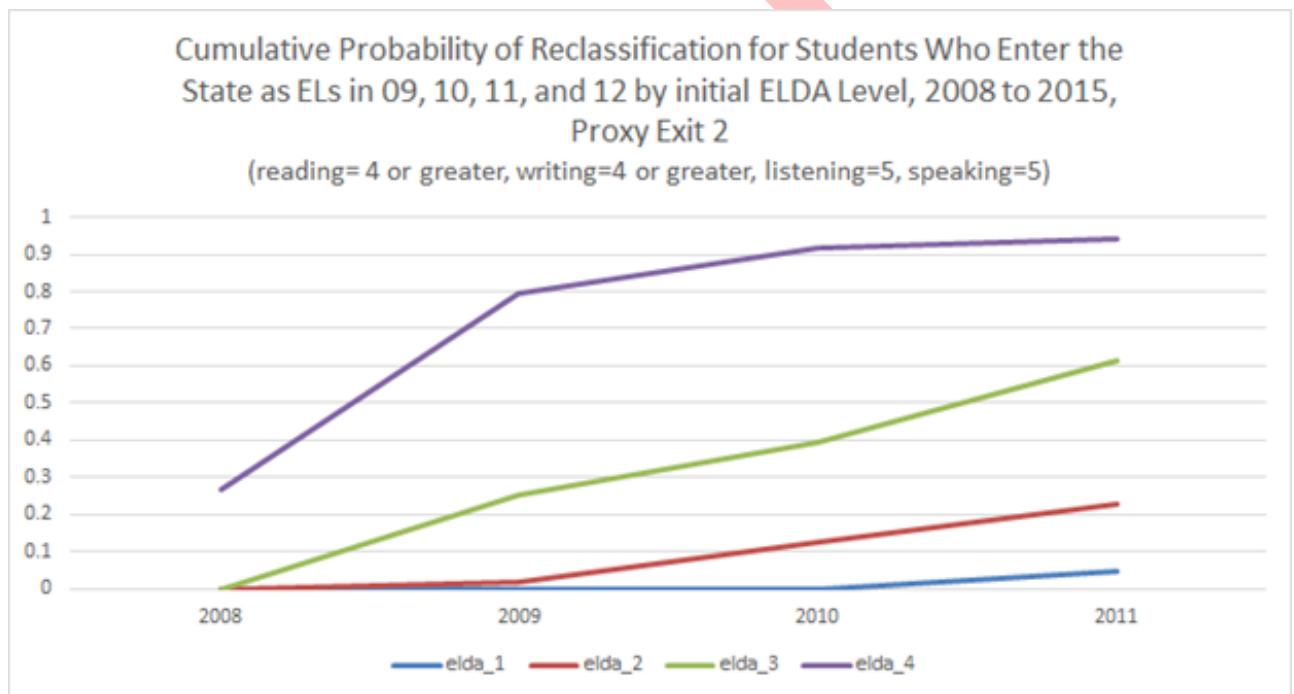
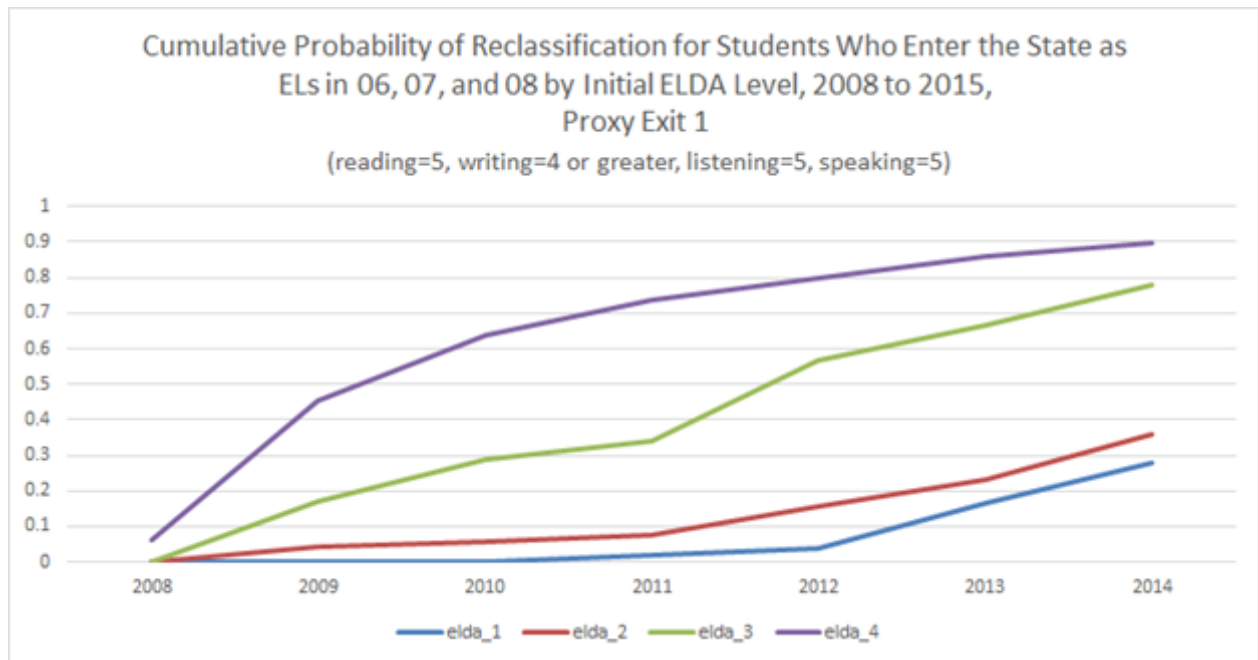
Data from the English Language Development Assessment (ELDA) tests for English Learners (ELs) for the years 2008 to 2015 were used in this analysis. Since the EL entry date was missing for 2008 and 2009 in the ELDA data, the first time tested flag was used as a proxy for the first year that a student was in the program to maximize data availability. A longitudinal data set was created by merging the ELDA data with the Statewide Information System (SIS) Cycle 7 data. Each student is included in the dataset for every year they are enrolled per the SIS data up until they have met exit criteria. If a student has not been reclassified and is still considered enrolled, then these students are right censored since they have not met the exit criteria by the end of 2015.

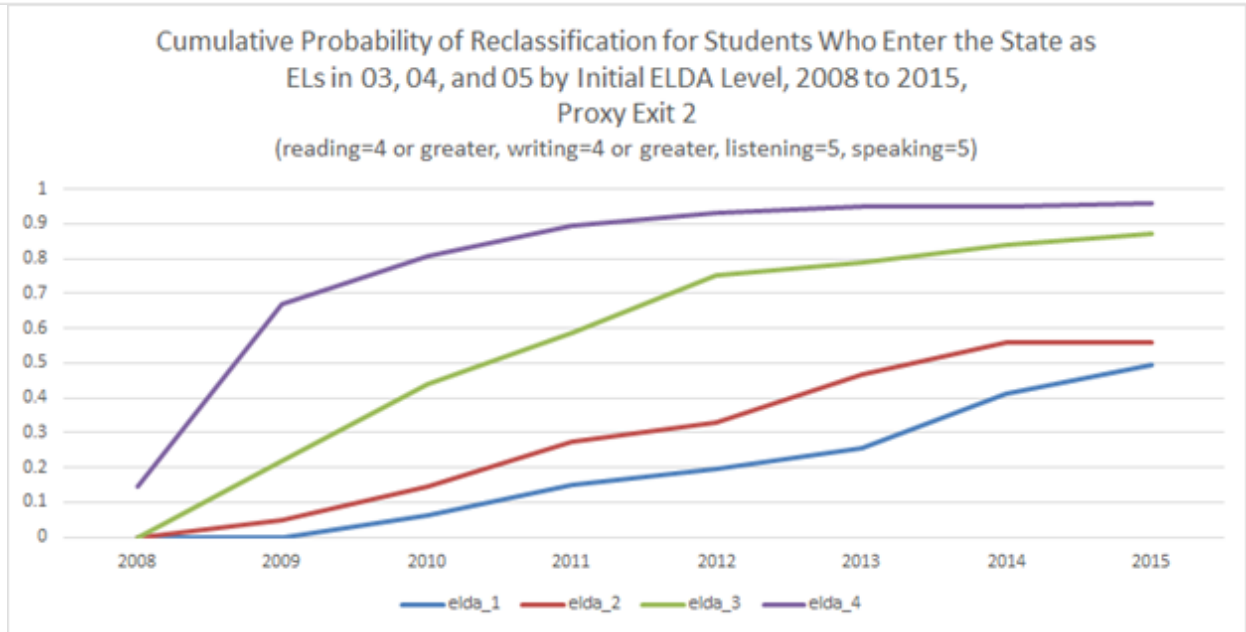
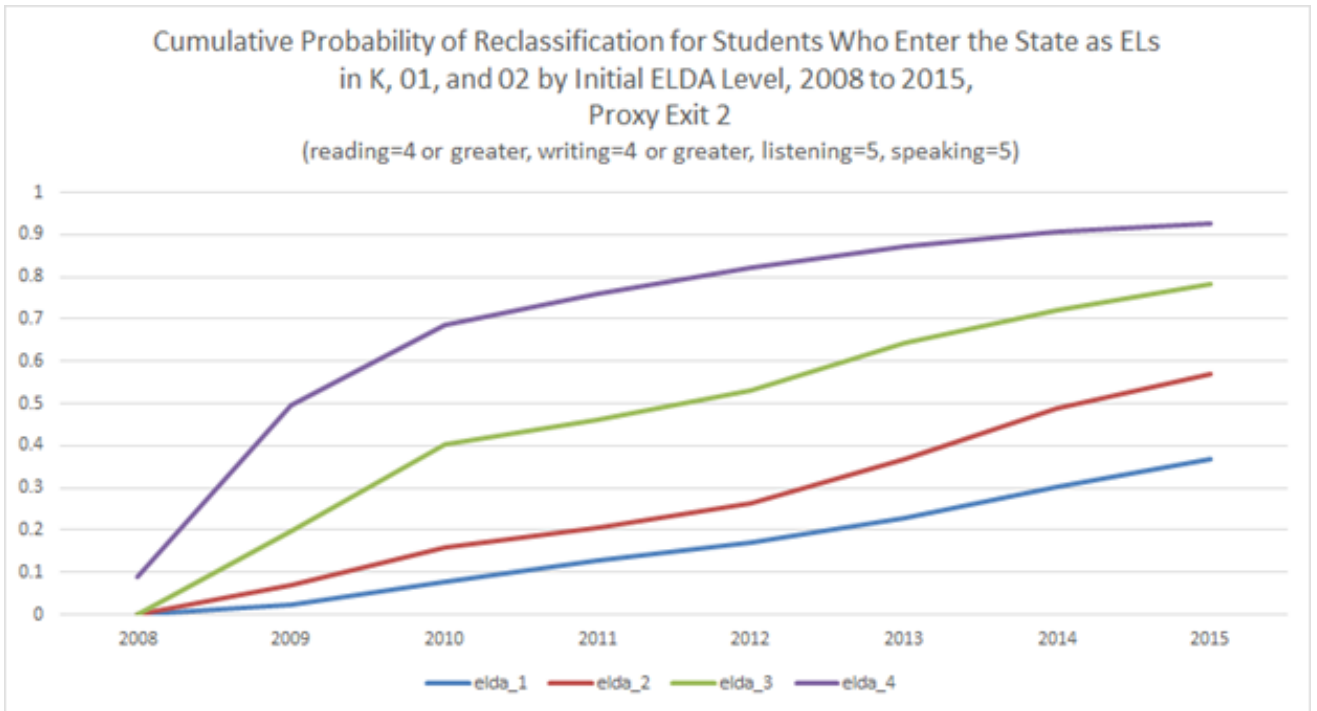
Due to the low number of students exiting the EL program during the time 2008 to 2015 as a result of a stringent exit criteria, two proxy exit criteria were determined to provide a more meaningful and comprehensive analysis. Exit Proxy 1 requires student to have a domain level of 5 in reading, speaking, and listening, and a 4 or greater in writing. Exit Proxy 2 requires a student to have a domain level of 5 in speaking and listening, and a 4 or greater in reading and writing.

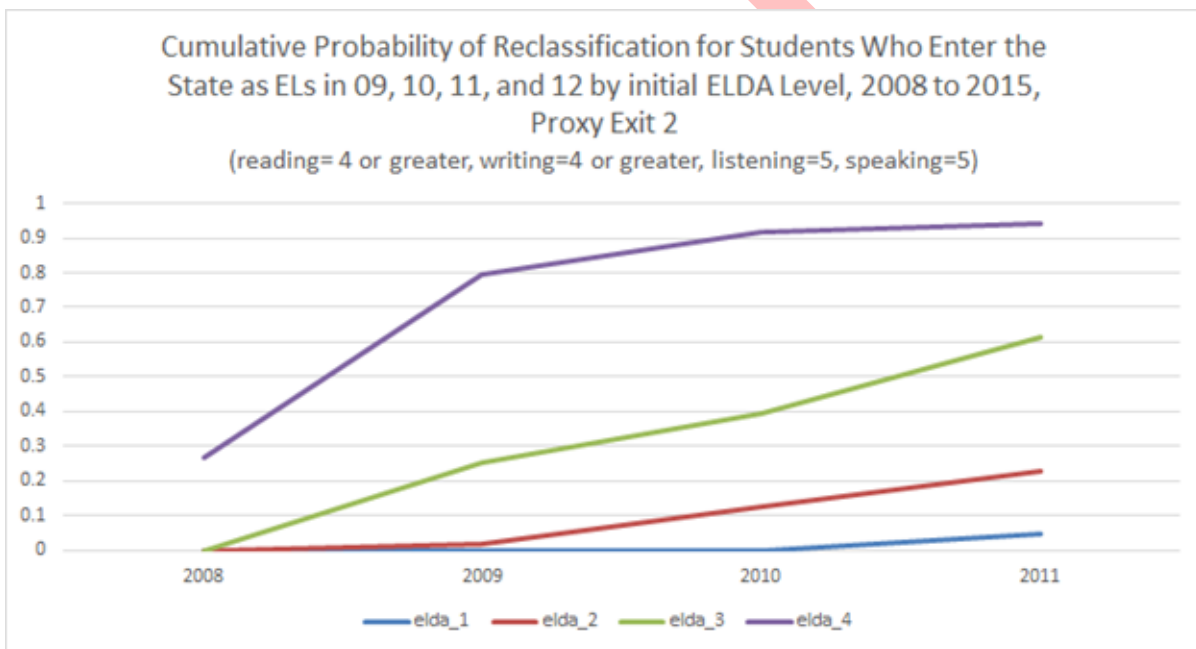
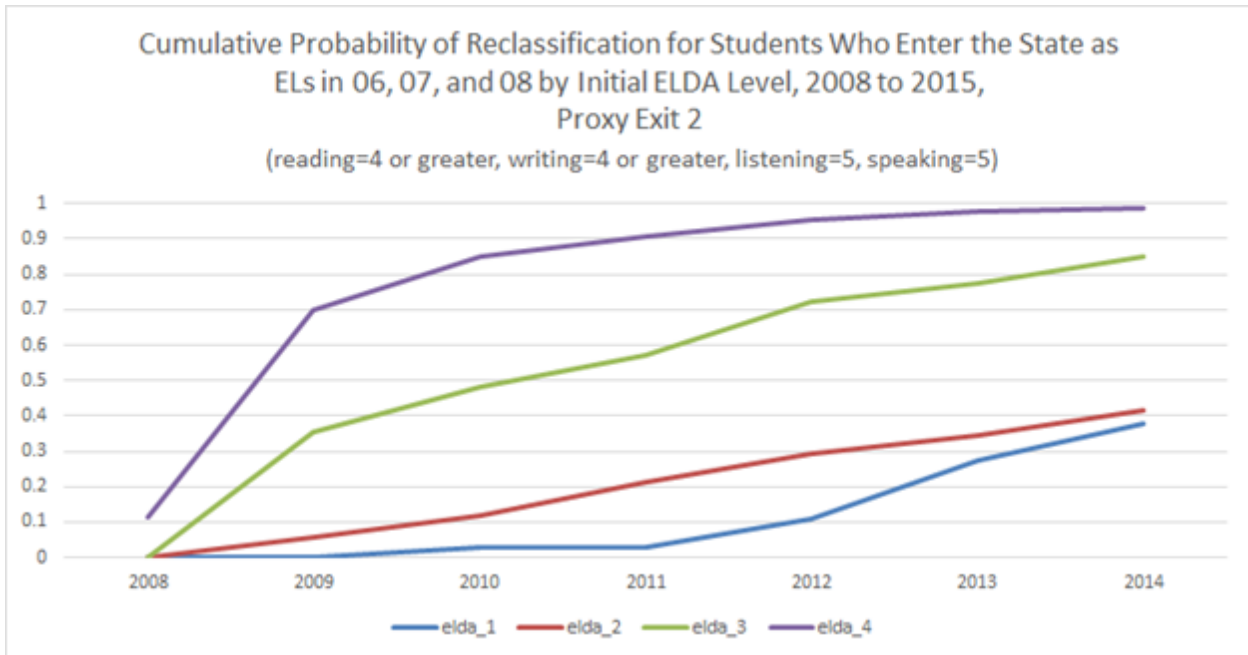
This analysis uses discrete-time survival analysis, and it looks at students who had a first time tested flag in 2008. These students are separated into four different grade bands (K-02, 03-05, 06-08, and 09-12). Parameter Estimates are calculated by SAS using PROC LOGISTIC per grade band and ELDA level. From these parameter estimates, the fitted value of Logit Hazard, Hazard of Reclassification, and Survival Probability are calculated. The Cumulative Likelihood of Reclassification is derived and graphed per Initial ELDA Level (1, 2, 3, or 4) for each of the four grade bands, as well as Proxy Exit 1 and Proxy Exit 2.

The Cumulative Likelihood of Reclassification increases quickly for ELDA Levels 1 and 2 for both Proxy Exit 1 and Proxy Exit 2. Over 50% are reclassified within 2 years for students with an initial ELDA Level of 4 and within 2-4 years for students with an initial ELDA Level of 3. The curve is much flatter for students who have an initial ELDA Level of 1 or 2. Over 50% of students with initial ELDA Level 2 are reclassified only for Proxy Exit 2 after 5-6 years for the lower 2 grade bands (K-02, 03-05). The Cumulative Probability for Reclassification for students with an initial ELDA Levels 1 and 2 for Proxy Exit 1 does not pass the 50% mark after 7 years. For initial ELDA Level 1 using the Proxy Exit 2, this threshold is met after 7 years for grade band 2 (03-05) only.









Arkansas will revisit this section regarding determining an expected timeline to proficiency and determining appropriate increases in the percentage of English Learners in making progress in achieving English language proficiency after three years of ELPA21 summative assessment results are available for review. These two critical decisions are currently convoluted due to transitioning from one state English proficiency assessment to a newer assessment.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners

making progress in achieving English language proficiency in Appendix A.

iv. Indicators (ESEA section 1111©(4)(B))

- a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

- b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

- c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

- d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State's definition of ELP, as measured by the State ELP assessment.

The description of the Progress in Achieving ELP Indicator will be

further defined following ADE's meeting with the TAC on April 19-20, 2017. Arkansas' Definition of ELP, as measured by the ELPA21 assessment English learners are tested annually on Arkansas' approved English language proficiency assessment, ELPA21. The ELPA21 Assessment is based on the Arkansas English language proficiency standards and addresses the language demands needed to reach college and career readiness. ELPA21 assesses the language domains of reading, writing, listening, and speaking. The student's results on the annual assessment is the single criterion used to measure a student's proficiency in English. The assessment is scored by the state's testing vendor and districts are notified of students' results. Within each of the four domains (reading, writing, listening, speaking) there are five performance levels (1–5). These performance levels offer additional details as to student performance within each domain. Based on these performance levels, ELPA21 has established three categories of proficiency status—Emerging (the beginning level of English language acquisition), Progressing, and Proficient. **Proficiency Status Rules** • Emerging = students with all domains levels ≤ 2 • Progressing = students with domain level combinations that fall in between the criteria for Proficient and Emerging • Proficient = students with all domain levels ≥ 4 **Student Proficiency Status represents the following:** 1. Emerging (qualifies for English Learner services at the beginning level of English language acquisition) 2. Progressing (qualifies for English Learner services) or 3. Proficient (qualifies to be considered for exiting English Learner services) Students with an Emerging or Progressing determination will continue to receive English Learner services, while students with a Proficient determination for exiting English Learner status, and, thus, services. (See section on statewide exit criteria). Arkansas will revisit this definition of “Proficient” after three years of ELPA21 summative assessment results are available for review.

- e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

v. Annual Meaningful Differentiation (ESEA section 1111©(4)©)

- a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111©(4)© of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111©(5) of the ESEA with respect to accountability for charter schools.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions..

- b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

- c. If the States uses a different methodology for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (e.g., P-2 schools), describe the different methodology, indicating the type(s) of schools to which it applies.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

vi. Identification of Schools (ESEA section 1111©(4)(D))

- a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

- b. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement.

This response is under development: Options are under review by the

Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)© (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111©(4)(D)(i)(I) using the State's methodology under ESEA section 1111©(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

- d. Year of Identification. Provide, for each type of schools identified for comprehensive support and improvement, the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

- e. Targeted Support and Improvement. Describe the State's methodology for annually identifying any school with one or more "consistently underperforming" subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111©(4)©(iii)*)

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

- f. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111©(4)(D)(i)(I) using the State's methodology under ESEA section 1111©(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)©-(D)*)

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

- g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

- vii. Annual Measurement of Achievement (ESEA section 1111©(4)(E)(iii)): Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy decisions.

- viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))

- a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

This response is under development.

- b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)©, including the number of years over which schools are expected to meet such criteria.

This response is under development.

- c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.
If a school does not meet exit criteria, the SEA will assist the LEA in conducting a follow-up analysis specifically examining why the school level plan was not effective (as outlined in the original theory of action). The analysis will assist in determining if the challenges and barriers were the result of

- Limited implementation or minimal capacity to implement chose evidenced-based practices, or;
- Lack of fidelity in implementation of the evidence-based interventions, or;

- The inability of leadership to communicate a compelling vision or inability to overcome a resistive school culture, or
- Other variable(s) not considered in the original diagnostic needs assessment and analysis.

The SEA will also assist the LEA in determining “why” the LEA support plan was inadequate or insufficient or not timely enough to support the school in overcoming the challenges. From this evaluative study of the school’s theory of action and the impact on outcomes as well as the limitation of the supports provided by the LEA, the SEA will then assist the LEA and school in determining the next course of action. Thus, Arkansas will not have a set of pre-determined next interventions, but will use the action research model to continue the improvement process.

However based upon the conclusions of the analysis, the SEA may be more directive in the next steps. The next steps may include, but are not limited to:

- Directing additional funding to specific schools through required local set-aside of state and federal categorical dollars,
- Reduction of LEA selected initiatives or evidence-based practices,
- Required participation in organizational culture building practices,
- Additional or more in-depth training in the selected evidence-based practices, and/or
- Removal of ineffective or marginally effective personnel up to and including the local governing board.

- d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Annually, the SEA will approve all LEA applications for 1003 funds. The applications will include a detailed description of how the funds will be used to improve student outcomes within schools identified for comprehensive or targeted support. Specifically, the LEA will identify the logic model or theory of action associated with each expenditure and identify the level of evidence associated with the interventions. Quarterly, each LEA will be reviewed for expenditure fidelity determining if the activity identified in the plan of support has been implemented and funds utilized as approved. The LEA’s not utilizing the funds in accordance with the approved timeline within the plan of support may have funds reduced. Further, LEA’s identified as not utilizing funds as outlined in the plan of support may be monitored for school level fidelity of plan implementation. Based on these reviews, further action or limitation of funding may be identified by the SEA. The SEA will maintain a limited amount of funds, to assist LEAs that are implementing plans as approved, for unforeseen

barriers that have been identified as preventing progress and needing additional resources to address the issues.

During the fourth quarter of a given school year, the SEA will re-evaluate the allocation/distribution of 1003 funds based on the progress of TSE and CSI schools within each LEA serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement. If a school or schools are not making progress on their identified leading indicators, the SEA will conduct a resource allocation analysis with the lea with the intent to re-evaluate the allocation of resources. The LEAs will not be permitted to carry more than five percent of their 1003 funds forward into the next school year.

Based on a periodic review of resources, the SEA has the ability to intervene throughout the year as well as adjust allocations for the next school year based on need, capacity to utilize the funds, and intent of the LEA to support the school(s).

- e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

The SEA will identify five levels of support to be provided to LEAs ranging from General to Intensive Support. Generally speaking support levels include:

- General-available to all LEAs
- Collaborative-support for LEAs to build capacity for Targeted Support and Improvement schools with technical assistance upon request.
- Coordinated-support and assistance in the improvement process for LEAs with Additional Targeted Support schools and Comprehensive Support and Improvement schools.
- Directed-Support and direction of interventions for LEAs with schools in need of Comprehensive Support and Improvement not making progress towards exit criteria. This is part of the more rigorous interventions identified in statute.
- Intensive Support – SEA conducts needs analysis and makes recommendations to the State Board for interventions and actions to be enacted as requirements upon he LEAs.

Collaborative Support to Targeted Support and Improvement	Coordinated Support to Additional Targeted Support	Coordinated Support to Comprehensive Support and Improvement
Collaboration upon request	SEA unit most closely aligned to identified subgroup will support with Technical Assistance	SEA Team will assist in needs assessment, analysis, school-level planning for improvement and LEA planning for support
Provide guidance documents	Identify evidence-based practices	SEA approved improvement plan and Plan of Support
Provide Needs Assessment template	LEA monitors improvement plan	SEA monitors improvement plan and Plan of Support

The SEA will offer support to all LEAs that may include:

- Telephone support
- On-site technical assistance
- Off-site collaborative sessions
- Fiscal planning
- Technical consultation in development and planning for federal funds
- Student GPS dashboard
- Math, Literacy and Science specialists
- Electronic trainings, recorded and live

In addition, on-going webinar trainings over evidence-based practices are offered periodically to support LEAs identified needs.

The SEA will assign all identified LEAs a contact person to broker SEA resources and support. Throughout the school year they will be responsible for reviewing all reports for the school under his/her purview. The on-going detailed review process ensures the schools are on the right track during the assigned year. The SEA designees will keep in close contact with the assigned LEAs by gathering information, answering questions on issues, and acting as a guidance coach as LEAs track a school's needs and efforts.

The SEA will collaborate and coordinate with the Educational Service Cooperatives to more efficiently and effectively support and monitor LEA school improvement planning and implementation. The SEA will sponsor department-wide regional conferences to disseminate key information regarding:

- Support
- Services
- Requirements
- Effective evidence-based strategies designed to raise achievement, etc.

If funding is available, the SEA will look at the concept of consortia through the Educational Service Cooperatives for Schools that are not ATS or CSI.

- f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

This response is under development.

- g. Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B)). Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and

publicly report the progress of the State educational agency with respect to such description.⁴

This response is under development.

- h. School Conditions (*ESEA section 1111(g)(1)(C)*): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

This response is under development.

- i. School Transitions (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

This response is under development.

⁴ Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children (*ESEA section 1304(b)(1)*):
Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

- i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
- ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
- iii. The integration of services available under Title I, Part C with services provided by those other programs; and
- iv. Measurable program objectives and outcomes.

The Arkansas Department of Education (ADE) administers the state Migrant Education Program (MEP) grant using a sub-granting process. The four MEP cooperatives are funded by the state MEP to provide a comprehensive program and ensure that there is no redundancy in services. Services provided to migrant students and families include, but are not limited to, the following:

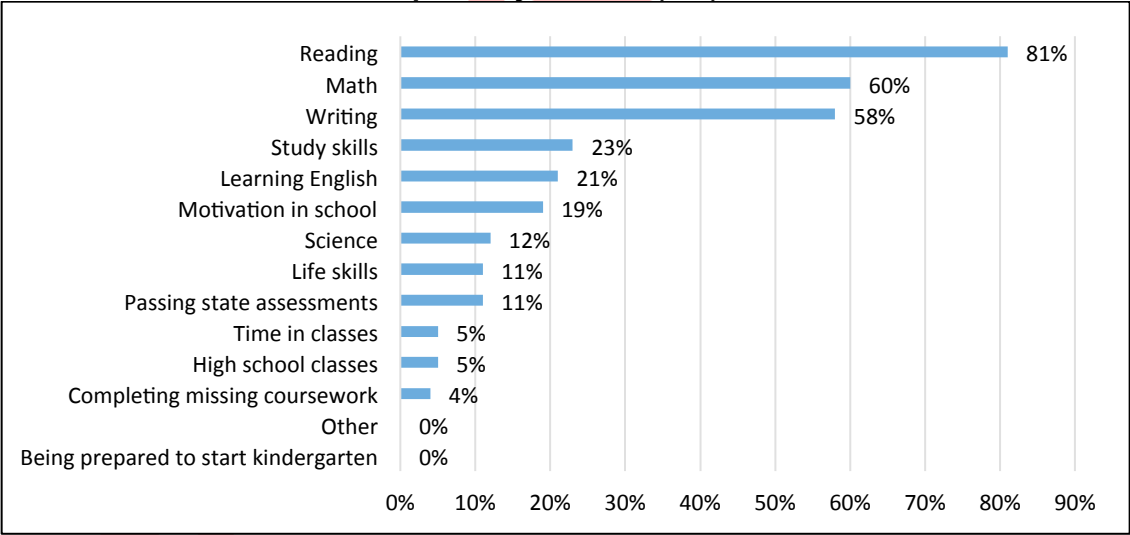
- Academic Services
 - Tutoring
 - In school
 - Before and after school
 - In the home
 - Credit recovery
 - Summer migrant school
 - Assistance transitioning to new schools
 - Secondary counseling related to completing high school
 - College and career counseling graduation
 - Special education services
 - Finding preschool programs and other school resources
 - Providing school supplies
 - Providing educational materials for the home
- Support Services
 - Child nutrition programs
 - Health, dental, and vision care
 - Mental health care
 - Translation and interpretation
 - Family literacy and language instruction
 - Parenting education programs
 - Transportation

In order to meet the needs of Arkansas migrant students, it is imperative that the program is comprehensive in the identification, recruitment, and enrollment of migrant students and is continuously accessing the needs of migrant students and their families. The Arkansas MEP follows the Continuous Improvement Cycle recommended by federal Office of Migrant Education (OME) in the Service Delivery Plan (SDP) Toolkit (2012) that includes a Continuous Needs Assessment (CNA) to identify major concerns, gather data to define needs, and prioritize solutions. The SDP is a multi-step process to convene stakeholders to select research-based strategies (based on the CNA findings) to meet the needs of migrant children, develop a plan to implement strategies, and establish measurable goals and targets for accountability..

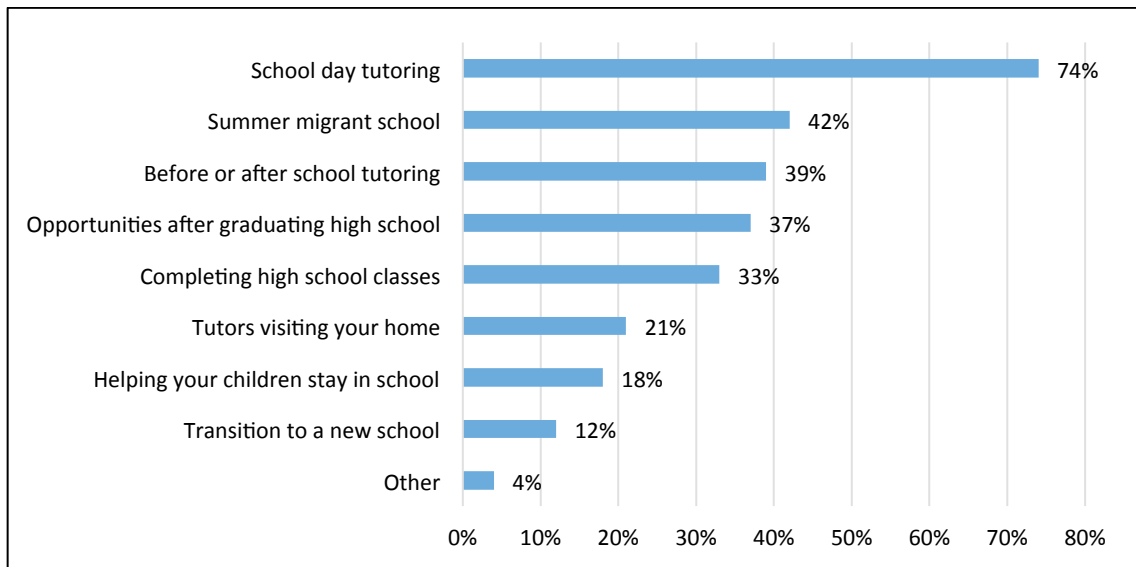
During Needs Assessment Committee meetings, convened by the state MEP office in the 2016-2017 school year, concern statements were developed along with needs indicators and needs statements. The Needs Assessment Committee reviewed data related to migrant student achievement, attendance, mobility, and migrant program services and activities. In addition, MEP staff and parents from across Arkansas were surveyed to determine the needs migrant students, including the extent needs for those living in isolated locations. The following charts show the data collected, when migrant parents noted were surveyed in spring 2016, and reviewed in recent Needs Assessment Committee meetings:

MIGRANT PARENT SURVEY RESULTS

What kind of instructional help does your child(ren) need?

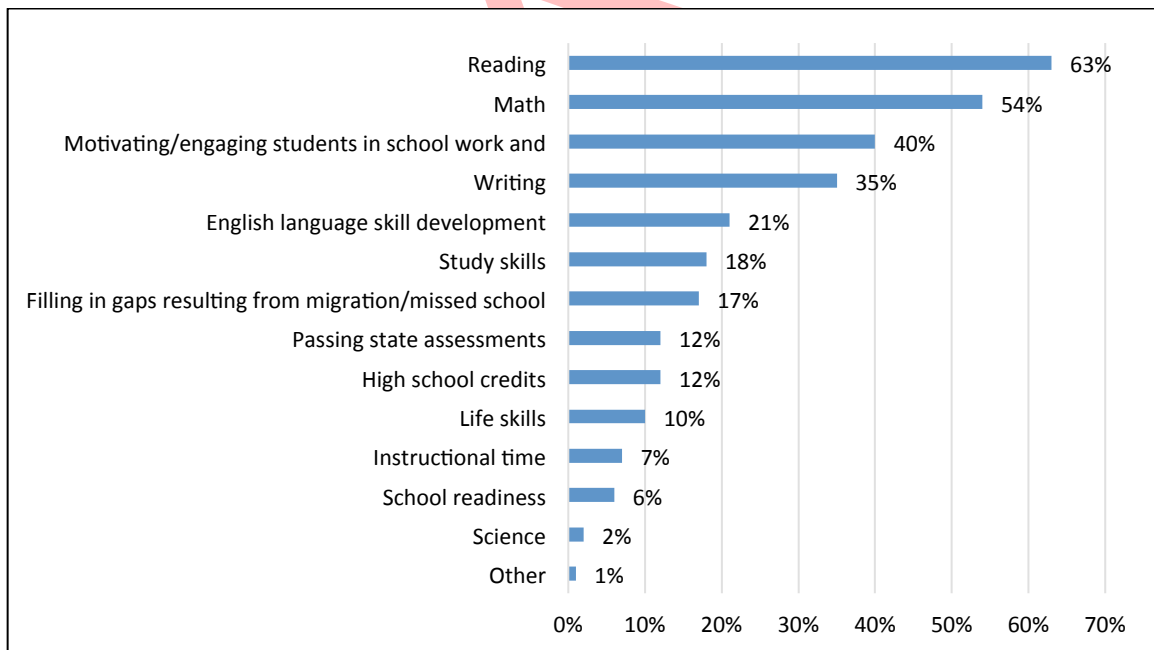


What types of services would most help your child(ren)?

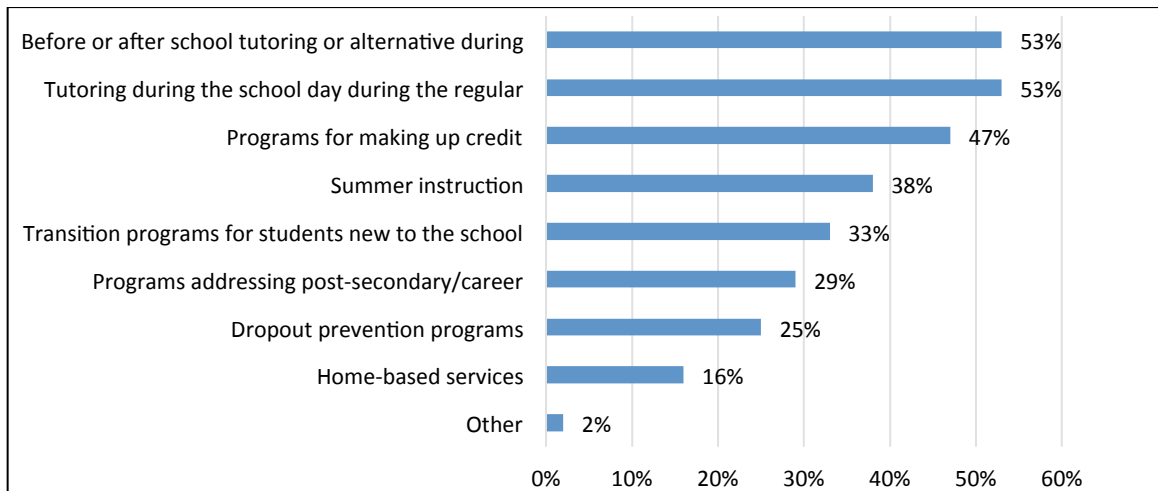


MIGRANT STAFF SURVEY RESULTS

What INSTRUCTIONAL SERVICES do migrant student most need?



What types of services are most needed to address gaps in education?



The primary purpose of the CNA is to guide the overall design of the Arkansas MEP on a statewide basis as well as to assure that the findings of the CNA are woven into the comprehensive state plan for service delivery. The SDP guides the development and articulation of a clear vision that includes: 1) the needs of Arkansas migrant children; 2) the services to be provided by the Arkansas MEP; 3) the Arkansas MEP's measureable performance objectives (MPOs) and performance targets; and 4) the evaluation to determine the effectiveness of the program. The Arkansas MEP SDP planning committee was comprised of key stakeholders from migrant education as well as content area experts. Some members of the SDP Committee also serve on the Needs Assessment Committee for the CNA process, ensuring continuity from one phase of the Continuous Improvement Cycle to the next. The Committee met face-to-face twice to provide input on SDP requirements and consider recommendations on the services to migrant children and youth. The purpose of this **continuous process** is to ensure that the needs of the **current** migrant student population are being addressed. The demographics of migrant farmworker families changes over time and the Continuous Improvement Cycle facilitates data-driven decision making through data collection for up-to-date profiles on migrant students, and basing programming on specific research-based solutions. Arkansas MEP staff also work closely with staff at local education agencies to continually monitor the progress of migratory students and adjust the services provided to each individual student based upon data.

Migrant cooperative staff review, monitor, and evaluate school district MEPs, local program applications, program implementation, and fiscal expenditures. Also an annual evaluation of the Arkansas MEP is completed by the State with the assistance of an external evaluator knowledgeable about migrant education, evaluation design, Federal reporting requirements and OME guidelines, and the Arkansas MEP. The evaluation systematically collects information to

inform the program and to help the State make decisions about program improvement and success.

Implementation of all strategies identified in the SDP is measured using a Fidelity of Strategy Implementation (FSI) tool that is anchored to specific implementation-based best practices in designing and implementing effective programs, especially for migrant children and youth. FSI data is gathered by cooperatives and/or local MEPs and presented as evidence during onsite monitoring visits, classroom observations, and structured interviews with state MEP staff. The FSI utilizes a 4-point rubric that measures the degree of implementation from non-evident to highly effective.

Data on migrant students and services is collected by the State from each of its local projects. Data sources include: migrant staff, migrant parents, migrant secondary students and out-of-school youth (OSY), recruiters/advocates, and migrant program administrators. Data will be collected using surveys, focus groups, structured interviews, and records reviews (including assessment results reported through the State system).

To comply with Federal guidelines, Arkansas performs an annual performance results evaluation in order to inform SEA decision-making, and prepare a written evaluation report annually that reports implementation and performance results data. The written report will include implications and recommendations for improving MEP services to ensure that the unique educational needs of migrant students are being met.

For all migrant programs and services, progress monitoring calls for the collection of data on identification and recruitment of students, student participation, coordination activities (including interstate coordination and home/school partnerships), staff and parent perceptions about program effectiveness, professional development, and program strengths and areas needing improvement. Determining progress and adjusting the MEP is focused on increasing migrant student achievement. The ADE supports local MEPs in their efforts to use evaluation results for making mid-course corrections and improving program services through:

- distributing materials to support professional development activities among Arkansas MEP staff during regional meetings and statewide workshops;
- providing opportunities for local MEPs to share ideas and discuss the use of evaluation results for improvement during statewide meetings;
- reviewing program monitoring results and actions for the use of evaluation results for improvement;
- sharing information and providing consultation on increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving instruction;
- including language in the local MEP application asking sites to discuss how evaluation results will be used for program improvement purposes;
- coordinating with the outside evaluator to review processes, procedures, and supports provided to

local MEPs;

- sharing information among local MEPs from State and national reading, math, early childhood, and ID&R meetings, conferences, and forums that focus on the use of data for improvement; and offering training sessions for MEP coordinators to support their efforts in assisting local MEPs to use evaluation results to make mid-course corrections and improve MEP programs and services.
- The Arkansas Migrant Education Program has developed measurable program objectives for literacy, math and graduation based on the State's most recent comprehensive needs assessment. The chart below will show the strategies the State is pursuing to achieve each objective

- **INFORMATION ON NEW GOALS TO BE ADDED.**

2. Promote Coordination of Services (ESEA section 1304(b)(3)): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

Arkansas State MEP Student Records Exchange

Arkansas utilizes MIS2000 which is a Microsoft Windows-based solution for the information needs of states serving migrant children. MIS2000 is fully customized to meet the needs of each state. The system provides for the storage, retrieval, and reporting of student information. Records are electronically transferred without a dependency on a national database. The installation process establishes a state database which is served by multiple sub-state installation sites with region, county, or district levels. Each sub-state site communicates directly with the state system. States using MIS2000 can easily transfer student information from state to state and within the State of Arkansas. MIS2000 allows states to store data from Certificates of Eligibility (COEs), education records, health information, as well as any additional information collected by programs. MIS2000's reporting tools allow states to run preinstalled reports, create your own reports, print copies of COEs, run eligible student counts, and Federal performance reports.

The Migrant Student Records Exchange (MSIX)

In Section 1308 (b) of the ESEA, as amended by the No Child Left Behind Act of 2001, the U.S. Department of Education was mandated by Congress to assist States in developing effective methods for the electronic transfer of student records and in determining the number of migratory children in each state. Further, it must ensure the linkage of migrant student record systems across the country. In accordance with this mandate, the Department has implemented the Migrant Student Information Exchange (MSIX) initiative whose primary mission is to ensure the appropriate enrollment, placement, and accrual of credits for migrant children.

Arkansas is operational in MSIX and the Arkansas Migrant System/MIS2000 interfaces with it successfully to allow the State to complete reports on interstate and intrastate

student records. Arkansas is able to provide student data, as required, for the State Comprehensive State Performance Report (CSPR) and to meet other Federal/State data requirements. Systems are in place to ensure protection of student information based on the Family Education Rights and Privacy Act (FERPA). Ongoing training is provided to MEP staff on all of these systems.

Migrant Education staff also regularly responds to individual requests made from other SEA's and LEA's to help facilitate a timely transition.

3. Use of Funds (ESEA section 1304(b)(4)): Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.
The co-ops review, monitor, and evaluate school district MEPs, local program applications, program implementation, and fiscal expenditures. There is also an annual evaluation of the Arkansas MEP is completed by the State with the assistance of an external evaluator knowledgeable about migrant education, evaluation design, Federal reporting requirements and OME guidelines, and the Arkansas MEP. The evaluation will systematically collect information to inform the program and to help the State make decisions about program improvement and success. The evaluation will report both **implementation** and **outcome** data to determine the extent to which the State performance targets, strategies, and MPOs in reading, mathematics, school readiness, and high school graduation/services to OSY have been addressed and met. Implementation of all strategies identified in this SDP will be measured using a Fidelity of Strategy Implementation (FSI) tool that is anchored to specific implementation-based best practices in designing and implementing effective programs, especially for migrant children and youth. FSI data will be gathered by coops and/or local MEPs and presented as evidence during onsite monitoring visits, classroom observations, and structured interviews with MEP staff. The FSI will utilize a 4-point rubric that measures the degree of implementation from non-evident to highly effective. Data on migrant students and services will be collected by the State from each of its local projects. Data sources include: migrant staff, migrant parents, migrant secondary students and OSY, recruiters/advocates, and migrant program administrators. Data will be collected using surveys, focus groups, structured interviews, and records reviews (including assessment results reported through the State system). Data analysis procedures will include descriptive statistics based on Arkansas migrant student demographics, program implementation, and student and program outcomes. Means and frequencies, trend analyses, and inferential statistics will be applied as appropriate. To comply with Federal guidelines, Arkansas will perform an annual performance results evaluation in order to inform SEA decision-making, and prepare a written evaluation report annually that reports implementation and performance results data. The written report will include implications and recommendations for improving MEP services based on implementation and performance results to help ensure that the unique educational needs of migrant students are being met. For program improvement purposes and in accordance with the evaluation requirements provided in 34 CRF 200.83(a)(4), the evaluation data and demographic information described in Sections 3 of this SDP will be compiled, analyzed, and summarized by the external evaluator in

collaboration with Arkansas MEP staff. These activities will help the State determine the degree to which the MEP is effective in relation to the State performance targets, strategies, and MPOs. Specifically, data are collected to assess student outcomes, monitor student progress, and evaluate the effectiveness of the MEP. The data collected for these various purposes are listed in the tables that follow. Each data element is accompanied by a notation about the frequency of collection and the individual or agency responsible. For all programs and services, the progress monitoring plan calls for the collection of data on ID&R, student participation, coordination activities (including interstate coordination and home/ school partnerships), staff and parent perceptions about program effectiveness, professional development, and program strengths and areas needing improvement. Determining progress and making adjustments in the MEP is focused on increasing migrant student achievement. The Arkansas SEA will support local MEPs in their efforts to use evaluation results for making mid-course corrections and improving program services through:

- distributing materials to support professional development activities among Arkansas MEP staff during regional meetings and statewide workshops;
- providing opportunities for local MEPs to share ideas and discuss the use of evaluation results for improvement during statewide meetings; •reviewing program monitoring results and actions for the use of evaluation results for improvement;
- sharing information and providing consultation on increasing the reliability of data collection and reporting, interpreting data, and student progress monitoring for improving instruction;
- including language in the local MEP application asking sites to discuss how evaluation results will be used for program improvement purposes;
- coordinating with the outside evaluator to review processes, procedures, and supports provided to local MEPs; sharing information among local MEPs from State and national reading, math, early childhood, and ID&R meetings, conferences, and forums that focus on the use of data for improvement; and offering training sessions for MEP coordinators to support their efforts in assisting local MEPs to use evaluation results to make mid-course corrections and improve MEP programs and services.

The Arkansas Migrant Education Program seeks to encourage and support migrant parent involvement in the education of their children at home and in school. The ARMEP has included a parental involvement component in each of our MPO target areas. These MPOs can be seen below.

- 1e.** Provide support for migrant parents in their home language, to the extent possible, to promote their children's achievement in reading/literacy.
- 2e.** Provide support for migrant parents in their home language, to the extent possible, to promote their children's achievement in math.

3d. Provide support and information in the home language, to the extent possible, for migrant parents of secondary-aged youth to promote the achievement and high school graduation of their children.

Each LEA is required to support and communicate with parents in their district in ways that would address these MPOs. Each LEA is also required to hold at least one PAC meeting per year and this is documented and monitored annually. Migrant parents receive written and oral communication from the MEP in a language they can understand. Phone calls, home visits, parent meetings etc. made by migrant staff are documented by LEA migrant staff and monitored by the State and Migrant Cooperative in each region. The State monitors approximately 50% of the LEA migrant programs every year to see that each LEA is in compliance. The State also monitors the degree of implementation of parental involvement strategies at each LEA.

Parents are also included at the State level. Each year a State PAC meeting is held with the purpose of assisting parents to review and improve programs and services to benefit their children. Parents surveys are conducted every year and parents are included in the evaluation and planning of programs as part of the CNA committee.

DRAFT

C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

1. Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

During the 2015-2016 school Arkansas reported 400 students receiving transition services in ten (10) juvenile correction facilities. Additionally, there were 59 students received transition services in the state's three (3) adult correctional facilities.

Each facility is required annually to describe the program to be instituted, grades and ages of participants and characteristics of youth in the program and the circumstances that caused them to be housed at the facility.

Facilities must include a facility description, geographic location information and description of services provided, at least two goals, and list two major objectives or activities that will be used to accomplish each goal as well as an explanation of how the facility or agency ensures priority is given to youth who will soon be released or who will complete incarceration within two years. The SEA requires that facilities will coordinate with other Federal, State, and local programs, such as programs under the Job Training and Partnership Act (JTPA), AmeriCorps, Homeless, Workforce, Job Corps and vocational education programs serving this at-risk population of youth to provide an education that is comparable to one operating in the local school. Funding as well as additional programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs must be utilized. The SEA works with facilities in an effort to ensure the facility is working with youth and is aware of the child's existing individualized education programming conjunction with parents and/or extended family involvement in an effort to improve the educational achievement of their children, assist in dropout prevention activities and prevent the involvement of their children in delinquent activities, and to share how academic progress as well as. Each LEA/State Agency must consult with probation officers, parole officers, and other experts to provide training and ensure staff meet the needs of youth departing from the facility. A Transitional Services Liaison for each facility is required. This person is responsible for the provision of transitional services to the youth in the facility. And the transitional plan for students. This plan will include a list of the transitional services that will be provided by or made available by the LEA/State Agency for students. Include services in the following areas: Dropout Prevention, Military, Higher Education, Career Development, and Employment or Self Employment community contacts, referrals to community resources and outreach programs. A transition plan must be on file to represent the steps the agency will take to improve the likelihood that youth will complete secondary school, attain a secondary diploma, enter the military or find employment.

2. Program Objectives and Outcomes (*ESEA section 1414(a)(2)(A)*): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

The SEA requires that facilities evaluate each program using multiple measures of student progress and disaggregate data by gender, race, ethnicity and age annually. The SEA requires that facilities evaluate each program using multiple measures of student progress and disaggregate data by gender, race, ethnicity and age annually. These data are submitted to the SEA annually for the purposes of evaluating data related to the same academic content standards and state assessment required of all students and additionally for technical and career skills. The SEA requires that each facility and LEA carry out high quality education programs to prepare youth for secondary school completion, training, employment, or further education; provide activities to facilitate the transition of such youth from the correctional program to further education or employment and operate dropout prevention programs for youth that are at risk and youth.

It is also the goal and the responsibility of the SEA to ensure that each LEA and facility: Assist in locating alternative programs through which students can continue their education if the students are not returning to school after leaving the correctional facility or institution for neglected or delinquent children and youth; Work with parents to secure parents' assistance in improving the educational achievement of their children and youth, and preventing their children from becoming further involved in delinquent activities; Work with children and youth with disabilities in order to meet an existing individualized education program and an assurance that the agency will notify the youth's local school if the child or youth — (A) Is identified as in need of special education services while the child or youth is in the correctional facility or institution for neglected or delinquent children and youth; and (B) Intends to return to the local school; Work with children and youth who dropped out of school before entering the correctional facility or institution for neglected or delinquent children and youth to encourage the children and youth to reenter school once the term of the incarceration is completed, or provide the child or youth with the skills necessary to gain employment, continue the education of the child or youth, or achieve a secondary school diploma or its recognized equivalent if the child or youth does not intend to return to school; Train teachers and other qualified staff to work with children and youth with disabilities and other students with special needs taking into consideration the unique needs of such students; and Coordinate the program under this subpart with any programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 (42 U.S.C. 5601 et seq.) or other comparable programs, if applicable.

D. Title II, Part A: Supporting Effective Instruction

1. Use of Funds (*ESEA section 2101(d)(2)(A) and (D)*): Describe how the State educational agency will use Title II, Part A funds received under Title

II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

Beginning in 2014, the Arkansas Department of Education began focused efforts around the education workforce, examining data regarding teacher recruitment and retention trends, and analysis of student access to well prepared, effective teachers and leaders. In June 2015, the Arkansas Department of Education (ADE) filed with the United States Department of Education its Equitable Access to Effective Educators (EAEE) Plan and updated the plan in the fall of 2016 with a 2016-2017 EAEE supplement to include information on the review of more current data and the progress of strategies employed to providing equity and effective teachers and leaders to all Arkansas students.

The ADE identified the following statewide equity gaps through data analysis for the EAEE Plan, which is consistent with data from the 2015-2016 school year:

- Students in high poverty and high minority schools are more likely to have an **inexperienced teacher** than students in low poverty and low minority schools.
- Students in high poverty schools are more likely to have an **out-of-field teacher** than students in low poverty schools.
- Students in high poverty and high minority schools are more likely to have an **unqualified teacher** than students in low poverty and low minority schools.
- There is a higher rate of **turnover** (as measured by the occurrence rate of inexperienced teachers) in high minority schools based on data for the last five years for average number of inexperienced teachers per school per year.
- More recent **teacher attrition** data (2016-2017) show teachers leave HP and HM schools at a higher rate than teachers at LP and LM schools. Teachers at HP and HM schools also leave at a rate greater than the state average, while teachers in LP and LM schools left at a lower rate than the state average.

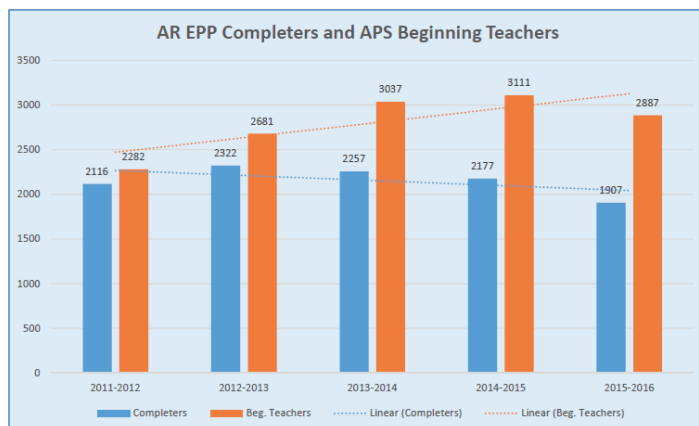
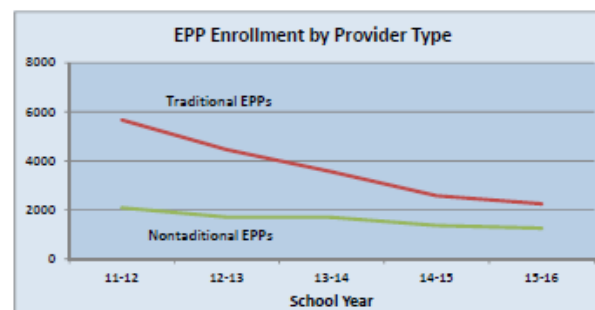
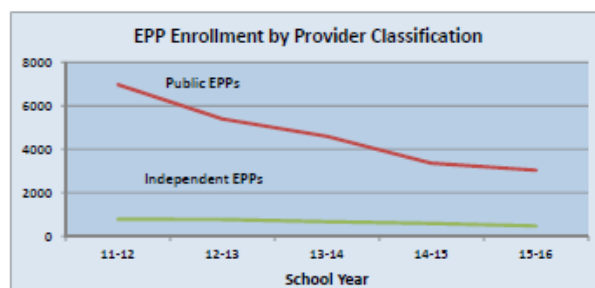
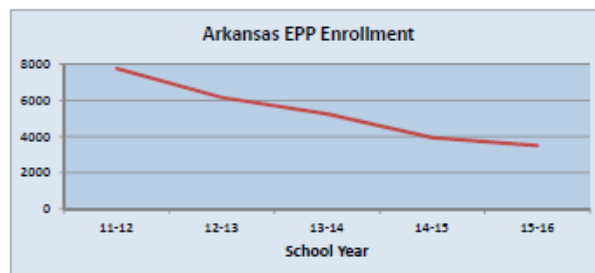
Building on earlier stakeholder engagement, the ADE now provides Arkansas education stakeholders access to updated information on the Equitable Access web page, found on the ADE's website at <http://www.arkansased.gov/divisions/human-resources-educator-effectiveness-and-licensure/equitable-access>. On this web page, the public can access the EAEE Plan and view the Theory of Action. The educator equity section of the ESSA plan is informed by the previous work from the EAEE plan.

The ADE will focus Title II, Part A funds on key activities to address our workforce priorities of attracting, preparing, supporting and developing effective teachers and leaders. Through stakeholder feedback, the state has developed definitions for reporting, data analysis and decision-making and will work within a structure of tiered district support to determine the level of oversight and direction needed.

These actions are timely given the status of Arkansas's teacher pipeline and changes in the workforce. Over the past five years, the enrollment in educator preparation programs has declined by over 50%. While the number of program completers has seen a less drastic decrease, the gap between completers and beginning teachers (those who are just beginning their career) is increasing, indicating a gap

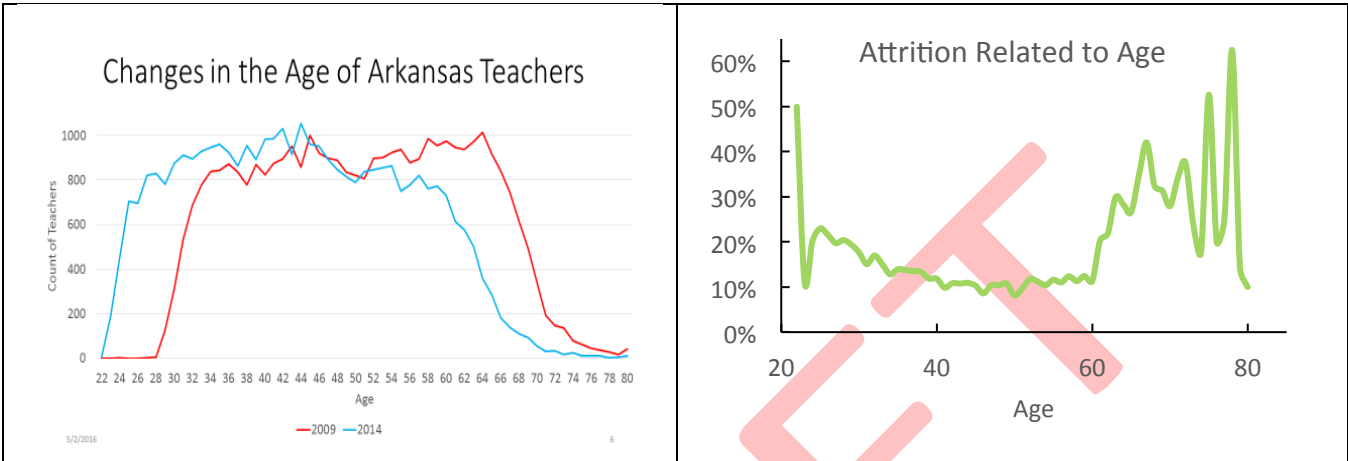
between preparation and the workforce. Trend data also show that each year, approximately 40% of program completers are not employed in Arkansas Public Schools the following year.

5 year					
School Year	11-12	12-13	13-14	14-15	15-16
Arkansas EPP	7758	6161	5258	3944	3502
EPP Enrollment by Provider Classification					
School Year	11-12	12-13	13-14	14-15	15-16
Public EPPs	6974	5393	4595	3359	3031
Independent I	784	768	663	585	471
EPP Enrollment by Provider Type					
School Year	11-12	12-13	13-14	14-15	15-16
Traditional EP	5668	4454	3555	2580	2246
Nontraditional	2090	1707	1703	1364	1256



	Completers	Beg. Teachers
2011-2012	2116	2282
2012-2013	2322	2681
2013-2014	2257	3037
2014-2015	2177	3111
2015-2016	1907	2887

Additional data show changes in the age of Arkansas teachers, with a current trend of a much younger workforce than a decade ago, an occurrence that is particularly important as the attrition rate is highly correlated to age. These data are critical to inform actions to ensure that the activities align with efforts to reverse the pipeline trend and to increase year one employment and retention rates.



The ADE’s plans are guided by a Theory of Action that was developed in consultation with stakeholders around previous and current educator workforce equity work.

If	Then	This will address Root Causes most directly related to:	Over time, this will reduce the equity gap(s) in high poverty, high minority schools of ...	Reducing these gaps will likely result in...

Attract (A)	... the ADE identifies critical shortage areas across the state educator preparation programs and pathways can develop or enhance programs that meet the needs of local LEAs.	Barriers to Attracting Teachers – Geographic Isolation, Community Resources	Primary: Inexperienced Teachers and Out-of-Field Teachers	Improved learning experiences for students in high poverty schools, high minority schools, which in turn will lead to greater preparedness for college and careers
	...the ADE aligns educator preparation programs and pathways with LEAs through Grow Your Own Programsthe right candidates will be prepared for the right positions to meet the talent needs of LEAs.	Barriers to Attracting Teachers – Geographic Isolation	Inexperienced Teachers Out-of-Field Teachers Teacher Attrition Rate	
	... the ADE improves communication of recruitment incentives	...they will take advantage of existing programs, strategies, and incentives designed to reduce equitable access gaps.	Barriers to Attracting Teachers – Recruitment Incentives	Inexperienced Teachers Out-of-Field Teachers Teacher Attrition Rate	
Prepare (P)	... educator preparation programs and pathways incorporate learning experiences related to high poverty and high minority school cultures...	... the candidates with the right background knowledge and experiences will be prepared to meet the needs of students.	Misalignment of Educator Preparation and Pathways – Pipeline, Preparation for School Culture	Inexperienced Teachers Out-of-Field Teachers Teacher Attrition Rate	
	... educator preparation programs and pathways incorporate residency programs that partner with high poverty and high minority schools the candidates will benefit from the ongoing support to understand the needs of high poverty and high minority students	Misalignment of Educator Preparation and Pathways – Pipeline, Professional Growth Resources	Inexperienced Teachers Teacher Attrition Rate	

	...educator preparation programs and pathways develop robust reporting and rating requirements...	...the candidates will graduate ready for employment and understand successful teaching practices and focus on the impact of teachers' practice on student growth.	Misalignment of Educator Preparation and Pathways – Pipeline, Professional Growth Resources	Ineffective Teachers Inexperienced Teachers Teacher Attrition Rate
Develop, Support, and Retain (DSR)	...administrators of high poverty, high minority schools have the skills to lead and support teachers they will improve the school culture, teacher assignment processes, and teacher development strategies	Developing Leadership Capacity and Supporting and Retaining Effective Teachers and Leaders	Teacher Attrition Rate
	...teachers in high poverty, high minority schools are given opportunities to lead from the classroom...	... they will be empowered to make a significant contribution to the school as a whole.	Developing Leadership Capacity and Supporting and Retaining Effective Teachers and Leaders	Teacher Attrition Rate

Guided by these data, Arkansas's planned activities include supporting the implementation of Opportunity Culture schools within the state, implementing Equity Labs within each Educational Service Cooperative, continuing funding for Arkansas's Leadership Quest, and transforming to a system of competency-based, personalized mentoring and professional learning for educator development. Utilizing the state's teacher and leader support and development systems, data will be available to address equity gaps in connecting students to effective teachers and leaders. These activities align with research-based practices and involve ongoing communication from stakeholders from around the state. They also support student-focused learning by preparing and supporting teachers to ensure that they make learning opportunities student-focused.

In order to operationalize the work, the ADE consulted with stakeholders to develop key definitions that must be part of the determination of students' access to effective educators. The definitions will provide the SEA and LEAs with a common understanding of qualities and criteria for teacher and leader effectiveness and will be used in data analysis and reporting to provide assurances that disproportionalities do not exist or are being addressed. The SEA will work with LEAs on local uses of Title II-A funds if equity gaps are identified and not being addressed locally.

Key Term	Definition
Effective School Leader (proposed definition)	AS REVISED: An EFFECTIVE SCHOOL LEADER is an educational leader who through training and experience (more than 3 years as a school leader) exemplifies the

	<p>state's school leadership standards, as demonstrated by consistently high performance ratings within a state-approved evaluation and support system that includes multiple measures of student growth. For example, an effective leader promotes the success and well-being of every student by:</p> <ul style="list-style-type: none"> • engaging all stakeholders in shared leadership to accomplish the vision; • providing an example of ethical professional behavior; • maintaining an equitable and culturally responsible environment; • supporting a rigorous curricular system; • effectively communicating and collaborating with the community and external partners; and • seeking continual professional growth.
Effective Teacher (proposed definition)	<p>An EFFECTIVE TEACHER is a teacher who through training and experience (more than 3 years of teaching) exemplifies the state's teaching standards, as demonstrated by consistently high performance ratings within a state-approved evaluation and support system that includes multiple measures of student growth. For example, an effective educator:</p> <ul style="list-style-type: none"> • consistently plans and prepares to meet the needs of all students; • establishes an environment most conducive for learning; • uses the most highly effective instructional practices; • communicates and collaborates effectively with all stakeholders; and • seeks continual professional growth and ethical professional practice.
Ineffective Teacher (required by ESSA)	<p>An INEFFECTIVE TEACHER is an experienced teacher (completed at least 3 years of teaching) who has shown a pattern of ineffective teaching practices as demonstrated by the lowest performance rating within a state-approved evaluation and support system that includes multiple measures of student growth. For example, the educator:</p> <ul style="list-style-type: none"> • consistently fails to plan and prepare to meet the needs of all students; • does not establish an environment most conducive for learning; • does not use the most highly effective instructional practices; • does not communicate and collaborate effectively with all stakeholders; and • does not seek continual professional growth or engage in ethical professional practice.
Ineffective School Leader (not required by ESSA but created after stakeholder feedback)	<p>An INEFFECTIVE SCHOOL LEADER is an experienced leader (more than 3 years as a school leader) who has shown a pattern of ineffective leadership practices as demonstrated by the lowest performance rating within a state-approved evaluation and support system that includes multiple measures of student growth. For example, the ineffective leader fails to promote the success</p>

	<p>and well-being of every student by:</p> <ul style="list-style-type: none"> • not engaging all stakeholders in shared leadership to accomplish the vision; • not providing an example of ethical professional behavior; • not maintaining an equitable and culturally responsible environment; • not supporting a rigorous curricular system; • not effectively communicating and collaborating with the community and external partners; and • not seeking continual professional growth.
Inexperienced Teacher (change from current Equitable Access to Excellent Educators plan)	A teacher with less than three (3) years of teaching experience in a classroom
Low-Income Student	A student who is eligible for Free/Reduced Price Lunch
Minority Student	A student whose race is identified as Non-white (American Indian/Alaskan Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, Two or more races)
Non-low-income Student	A student who is not eligible for Free/Reduced Price Lunch
Non-minority Student	A student whose race is identified as White
Teacher Attrition Rate	The number and percentage of teachers who taught in a school the previous year but are not teaching in that school during the current school year
Title I School	A school that receive funds under ESEA Title I, Part A
Unlicensed Teacher (Replacing definition of Unqualified teacher used in the 2015 Equitable Access to Excellent Educators plan)	A person teaching a class under a licensure exception (AWL - Act 1240 of 2015 Waiver, CWL - Charter School Waiver, SOI - Sch. of Innovation Waiver); not to include a teacher on an Additional Licensure Plan (ALP) or a Long-term Substitute Teacher
Out-of-field Teacher	A teacher who is teaching out of license area while on an Additional Licensure Plan (ALP)
Occurrence Rate of Inexperienced Teachers (*referred to as Turnover in the 2013 Plan)	The percentage of new teachers hired each year over the past 5 years

LEAs will report data on ineffective teachers and leaders. The data will be disseminated through the School Report Card and data also used in the Workforce Stability Index to help districts identify targeted ways to address the workforce.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

As funding is available, the ADE will seek to utilize funds to provide training and technical assistance for up to 10 Title I schools to implement the Opportunity Culture model (<http://opportunityculture.org/>) during the 2018-19 school year. This new school model provides the structure for schools to take an innovative approach to extend the reach of excellent teachers as LEAs adopt team-based teaching models that extend the reach of excellent teachers to more students, and assume responsibility for those students' outcomes, pay team leaders more from sustainable sources, and ensure that all teachers have daily support to improve. Opportunity culture schools can take advantage of opportunities to recruit and prepare new teachers with paid residencies and multi-school leader roles for greater impact. New and marginal teachers work with expert master teachers, maximizing talent by encouraging teacher leaders to take on challenging assignments to reach more students, and develop new and marginal teachers to become more effective.

3. System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

Providing licensing levels that encourage teachers to lead from the classroom will result in retaining teachers in hard-to-staff areas. Newly passed Arkansas legislation has opened the opportunity for the ADE to promote the educator profession through a career continuum. Through the adoption of new rules and regulations, Arkansas's system of licensing teachers and administrators will recognize educator professional growth and contributions to the profession with advanced licensure opportunities and encourage school districts to structure teacher salary schedules to align with the educator career continuum.

As part of developing a career continuum for Arkansas educators, a new tiered licensure system will be implemented, beginning in the 2018-19 school year. Arkansas's Equitable Access to Effective Educators Plan (Supplement 2016) identifies a tiered licensure system as a strategy to address the need to retain effective teachers, particularly in our high poverty and high minority schools. Under the new system, Arkansas will add one or more advanced licensure levels for teacher leaders, NBCTs, and those who meet other advanced requirements.

To align with our Teacher Excellence and Support System, Arkansas will also add a Novice Teacher License to the tiered licensure system. The Novice Teacher License will enable school districts to provide greater support for the first three years of licensure to allow the novice teacher to grow as a professional educator.

A career continuum will also be developed to support the development of educational leaders. The state has adopted the 2016 Professional Standards for Educational Leadership (PSEL) and is currently working to align state competencies and state-approved leader preparation programs with the PSEL standards. The standards will guide

leadership efforts in school leader preparation, school leader development, and in promoting professional standards. The standards will be used for all areas of leadership, including support for new principals, those in low-performing schools, and turnaround leaders.

4. Improving Skills of Educators (ESEA section 2101(d)(2)(J)): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

Arkansas has developed a multi-tiered system of support for educators through its Teacher Excellence and Support System (TESS) and Leader Excellent and Development Systems (LEADS). Within TESS and LEADS, Arkansas educators have quality standards for teaching and leading and the state is working to implement opportunities for differentiated supports for novice, mid-career, and experienced teachers.

Arkansas is expanding its mentoring system for more comprehensive support to create ongoing, personalized learning opportunities through local PLCs, facilitated by expert, experienced educators and also access to competency-based, personalized learning tools through micro-credentials. The digital badges signify skill attainment of educators, based on specific professional growth areas.

The state's Educational Service Cooperatives will lead the mentoring work for novice teachers, personalizing the learning and support based on regional needs. With support from the SEA and state teacher organizations, the co-ops provide direct support to novices through face-to-face meetings, virtual options, and micro-credentialing support. To support beginning administrators, the state's administrator association will develop an induction and mentoring program. The goal will be to connect beginning administrators to needed information and support structures during their first year as a building leader and lead them in self-reflection and goal setting for year two. After the first year of mentoring, administrators will be encouraged to participate in future development through the Arkansas Leadership Quest.

A recent initiative to support leadership development, The Arkansas Leadership Quest, has provided a multi-tier system of support for building level leaders during the 2016-17 school year. Over 700 principals have participated. The Leadership Quest combines face-to-face human capacity support and technology tools to maximize support for principals and to provide quality, personalized learning that leads to evidence of practice through micro-credentials. Using the optional set-aside funding for leadership, additional leadership development is planned to create a credential for distributed leadership and evidence of leadership to work in turnaround schools. The state will use Title II-A funds to support a leadership development coach, who coordinates leadership activities within the state, five regional support coaches, who work with schools in need of additional

leadership assistance, and 16 lead principals, who lead the facilitated PLC journeys for each Quest.

Teachers can improve their practice more effectively through competency-based, embedded professional learning. We are advancing our professional development system to accept and honor professional learning that educators engage in and value - using proficiency instead of solely using participation (seat time). Competency-based learning can occur through micro-credentials that are aligned with the educator's professional growth plan. We believe this will result in greater student achievement as teachers are better able to meet the diverse learning needs of all of their students. Also, personalization of professional development will support the increased effectiveness and retention of excellent educators, and lead to an improved skill set in educators who participate through micro-credentials.

The ADE plans to use Title II, Part A funds to support the creation, platform, implementation, and review of these micro-credentials, vetting of resources, and state coordination to standardize the process.

GT Professional Development to improve the skills of teachers, principals, and school leaders to identify students with specific learning needs and provide instruction based on the needs of such students.

By GT Standard 5.0 (Gifted and Talented Program Approval Standards, 2009), districts are required to allocate sufficient "time and money" to provide for "ongoing training in gifted and talented education" as part of the "district's total staff development plan." Formal professional development should be based on data obtained from periodic needs assessments and all personnel are to be made aware of the needs assessments and the district's plan for serving gifted and talented students. All new staff and when appropriate the entire staff will be trained about the characteristics and needs of gifted learners, identification procedures, curriculum and teaching strategies, creativity, utilization of community resources, program evaluation, the district's philosophy and program options for gifted students, and an overview of the state requirements in serving gifted students. Informal staff development should also occur through conversations between the district's gifted coordinator and by providing books and journals on gifted education, links to articles, classroom demonstrations at faculty meetings, and sharing student projects with staff. Licensed teachers serving identified gifted students directly in homogeneous groups are required to hold licensure in gifted education which requires graduate courses about identified subjects in preparation for the GT Praxis exam with a minimum score of 155 (6.0). Teachers serving identified secondary students in special classes are required to attend professional development which might be the "Teaching the Gifted in Secondary Content Classes" training, College Board's Pre-AP training, College Board's AP training, or International Baccalaureate training (8.0). Annual state-wide GT informational meeting is provided by the ADE to assist districts in delivering GT services to students. ADE provides a professional development presentation annually for GT Specialists to use with GT Coordinators. ADE GT staff members visit education service centers on request to provide professional development for GT Coordinators. ADE provides a training for new GT coordinators annually.

The Arkansas Department of Education for several years have supported the ESL Academy, an intensive yearlong professional development for teachers to achieve their ESL endorsements. The ADE has partnered with two state universities to provide the academy. Currently, the ADE has received over 350 applications for the 17-18 school year. The state is also funding additional ESOL specialist to provide direct support to educational cooperatives throughout the state on the ELP standards and content support for English Learners. Launching in the summer of 2017 is Ensuring Academic Success for English Learners (EASEL) professional development that will be available to content teachers.

5. Data and Consultation (ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2102(d)(3) to continually update and improve the activities supported under Title II, Part A.

To promote communication and collaboration to ensure that all students have equitable access to effective teachers and leaders, the ADE will work within its 15 educational service cooperatives and support structures within Pulaski County to establish equity labs. The equity labs will provide a structure for regional meetings to support implementation planning and provide opportunities for stakeholders to:

- discuss approaches to ensuring equitable access to effective educators;
- develop communities of practice to explore common implementation challenges and share best practices on data use and analysis, rural access issues, stakeholder engagement, and policies and programs;
- identify tools and resources to support implementation planning, ongoing stakeholder engagement and communication, supporting local educational agencies (LEAs) in implementing local strategies, and monitoring and reporting progress; and
- share state specific support available to address equity gaps

Title IIA funds may be used to pay for allowable costs associated with the ongoing meetings.

The Department plans to create a Workforce Stability Index (WSI) as a key data measure for schools to utilize in data analysis and assist with local determinations of students' access to effective teachers. The Index will highlight at the state, district, school, and eventually at the student level, disparities in students' access to teachers who are experienced, teaching in their field of training and preparation, and determined to be effective with the students they teach. Training around the WSI and use of the data will take place during the early equity lab meetings.

6. Teacher Preparation (ESEA section 2101(d)(2)(M)): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

As the state has examined its educator workforce needs, stakeholders are realizing the importance of "Grow Your Own" initiatives to cultivate local talent and create pathways

to the educator profession with early career experience and extending support through college into the workforce. Arkansas's districts have expanded the Teacher Cadet program to over 38 districts with participating high schools for the 2017-18 school year with over 450 students involved. Next year, an additional 21 schools will participate with an expected additional 250 students. The state has recently partnered with Educators Rising (<https://www.educatorsrising.org/>) to provide high school students with hands-on teaching experience, sustain their interest in the profession, and help them cultivate the skills they need to be successful educators. Partnering with the state's institutions of higher education educator preparation programs, Educator's Rising will be the umbrella for all recruitment initiatives, providing resources through a strong network of supports, with the goal of growing the next generation of teacher.

Teachers who have a higher degree of cultural competency are more likely to remain in the school. In many cases, preparation programs are not equipped to provide the diverse learning experiences or content background to prepare educators for the students they may teach. The ADE seeks opportunities to provide teacher candidates with learning experiences for culturally responsive teaching. The ADE Offices of Educator Preparation, Educator Effectiveness, and Professional Development will continue to review the current research on cultural competency for teachers and collaboratively develop micro-credentials to provide current enrollees with the option to complete their preparation program with a value-added degree, earning a micro-credential in culturally responsive teaching. The ADE will also work to develop specific professional development micro-credentials for current teachers and leaders.

In support of new Title II regulations, the ADE in collaboration with higher education preparation programs will annually measure and report the performance of educator preparation programs, using multiple outcome measures to evaluate student growth (of program completers' students), employment outcomes, surveys, and program approval and accreditation. Program completers will be followed for the first three (3) years after completing a preparation program. Through this work, the state will hold traditional and alternative educator preparation programs accountable for their completers' and graduates' impact on student learning.

Teacher Residency Programs

With new legislation supporting ESSA flexibility, the ADE will work through the rules process to define "residency program". Currently the ADE has a charter school implementing an intensive three-year training program for aspiring teachers with degrees in STEM fields and no formal teacher training. The residency program will increase its numbers in fall 2017. The ADE will provide technical assistance to ensure alignment with changing rules and policies for this and new programs that emerge.

The ADE will encourage ESCs, districts, and schools to follow the model that is now in its fourth year.

ParaProfessional to Teacher Programs

The ADE will be working to scale up “Paraprofessional to Educator” programs that are currently being piloted by UAM, UA Fayetteville, and Harding University. We will share data and “lessons learned” with other IHEs interested in following the models.

DRAFT

E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Identifying which students in Arkansas are English Learners is critical to the success of these students. In order to facilitate consistent identification of English Learners, reclassification to Fluent English Proficient, and monitoring of former English Learners, Arkansas will have standardized statewide entrance and exit procedures. These standardized entrance and exit procedures were developed after consulting with 51 ESOL Coordinators throughout Arkansas as well as in collaboration with the Arkansas EL/Title III Advocate Group representing districts of various sizes throughout the state.

Entrance Procedures:

- i. **Timeline**—all Arkansas students who may be English Learners will be assessed and placed within the first 30 days of enrollment at the beginning of the school year or within two weeks of enrollment thereafter.
- ii. **Home Language Survey (HLS)**--a common HLS will be administered by all districts in the state to all Arkansas students initially enrolling in each district. For those students whose HLS responses indicate a language other than English, districts will check the “ESL” box on the student’s personal screen in eSchool indicating the student is a “Language Minority Student”, record the language other than English as the “Student Language” in eSchool, and screen the student for English proficiency.
- iii. **English Learner Referral (ELR) form**—If a student or his/her family demonstrates usage of a language other than English, even though their responses on the HLS were all English, districts will document such usage on a statewide common English Learner Referral form, check the “ESL” box on the student’s personal screen in eSchool indicating the student is a “Language Minority Student”, record the language other than English as the “Student Language” in eSchool, and screen the student for English proficiency.
- iv. **Statewide initial English proficiency screener**—Arkansas is adopting the usage of ELPA21’s Language Proficiency Screener as the statewide English proficiency screener beginning with the 2017-18 school year pending release of the operational screener from ELPA21. Arkansas proposes to transition during the 2017-18 school year with 2018-19 being full implementation of the ELPA21 Screener statewide. The proposed two-year implementation timeline will allow Arkansas the time to fully implement the ELPA21 screener, and to provide training for all districts in the state, especially in regards to local scoring. The proposal gives districts the option of using the ELPA21 screener or their current state approved identification assessment for 2017-18. If a district opts to use their current identification assessment, they are required to use the proficient score chart approved by the state. This chart was developed in collaboration with stakeholders and after careful review of Arkansas’ legacy English language proficiency screener manuals.. Beginning with the 2018-19 school year, all districts will be required to use the state ELPA21 screener.

Legacy Screener	K	1	2	3	4	5	6	7	8	9	10	11	12
LAS													
LAS													

Links													
MACII													
TELPA													

v. **Criteria for initial placement of screened students:**

a. **English Learner-**

- i. HLS indicates a language other than English **OR** an ELR indicates a language other than English **AND**
- ii. Performance on ELPA21 Screener as “Not Proficient” as set by the ELPA21 Consortium. Specific scoring information will be available pending completion of the ELPA21 Screener pilot during Spring 2017 **OR** performance as “Not Proficient” on one of Arkansas’ legacy screeners
- iii. **OR** Prior placement as an English Learner in an Arkansas school as long as receiving district obtains copies of prior placement decisions made by a Language Placement and Assessment Committee (LPAC) utilizing formerly state approved language proficiency assessments.

b. **Former English Learner, Year 1-**

- vi. HLS indicates a language other than English **OR** an ELR indicates a language other than English **AND**
- vii. Performance on ELPA21 Screener as “Proficient” as set by the ELPA21 Consortium. Specific scoring information will be available pending completion of the ELPA21 Screener pilot during Spring 2017

c. **Former English Learner, Year 2 and beyond**

- i. HHHLS indicates a language other than English **OR** an ELP indicates a language other than English **AND**
- ii. District obtains copies of prior placement/exit documentation from another Arkansas school.
- iii. Year of monitoring (up to 4 years) will be based on time elapsed since “EL Exit Date” on prior district documentation and student maintaining exited status as per monitoring.

Documenting initial placement decisions An LPAC will meet within the 30 day or 2 week window to review assessment results and other available data. Placement into specific English Learner services remains a local decision. Districts are expected to offer appropriate English Language Development and access to content area instruction to English Learners.

Exit Procedures Timeline—School districts will annually review every identified English Learner’s progress in acquiring English. This review will be conducted by a site based Language Proficiency and Assessment Committee (LPAC) consisting of at least three educators, one from each category below: Building administrator (principal, assistant principal) ESOL Teacher (ESL endorsed and/or trained to work with English Learners) Certified educator familiar with the student’s data and performance in the classroom Annual reviews will include a committee analysis of ELPA21 summative

assessment scores Student performance in the classroom Student performance on state content area assessments

Criteria for Annual Review Placement English Learner Overall Score of “Emerging” or “Progressing” on ELPA21 Summative Assessment as determined by the ELPA21 Consortium Former English Learner, Year 1 Overall Score of “Proficient” on ELPA21 Summative Assessment as determined by the ELPA21 Consortium **AND** Evidence of academic performance being comparable to English-only peers Scoring at/above “Ready” or comparable level on the state ELA **OR** Scoring at/above the state 40th percentile on the state ELA (overall score) **AND** Grade average of C or above (and no grades of F) in core content classes (ELA, Math, Science, Social Studies) on the last semester grades available at time of review. **OR** Evidence of classroom performance commensurate with grade level expectations LPAC recommendation for exit

Monitoring Former EL Procedures LPAC will at least annually review Former EL performance and progress for four years. In order to continue as a Former EL, students must Score at/above the state 40th percentile on the state ELA assessments **OR** Earn a grade average of C or above (and no grades of F) in core content classes (ELA, Math, Science, Social Studies) on the last semester grades available at time of review **OR** Meet growth targets on state ELA assessments Schools will monitor Former EL performance as they do all other non-EL students and respond appropriately should the student begin to struggle academically or otherwise. If the LPAC determines that a Former EL would benefit from returning to English Learner services, the student may be reclassified as an English Learner.

2. SEA Support for English Learner Progress (ESEA section 3113(b)(6)): Describe how the SEA will assist eligible entities in meeting:

- i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State’s English language proficiency assessments under ESEA section 1111(b)(2)(G); and
- ii. The challenging State academic standards.

1. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State’s English language proficiency assessments under ESEA section 1111(b)(2)(G); and
2. The challenging State academic standards.

Arkansas Department of Education worked to develop a statewide education long term plan for English Learners who are in our K-12 education system. The plan addresses gaps experienced by English Language Learners in every indicator of academic success, from the past practices leading to unequal outcomes for the students educational needs from a K-12 education, by examining and applying culturally appropriate best practices. Arkansas Title III currently serves 42 districts which identified and collaborating with ADE to improve outcomes for

their English learners. Some of the supports provided include: state funding, coaching, specialized professional development, district identified needs assessment, and cultural responsive support. ADE is working to align the Arkansas's English Language Learner Strategic Plan and ADE's Strategic Plan to leverage support for all LEAs in meeting the state's long term goals and interim measures based on Arkansas's English language proficiency standards and state academic standards in English language arts and math. ADE's Strategic Plan goals include: Starting Strong – Student is ready to learn

2. Transitioning to the Next Level –Student are supported and on track to meet expected grade-level outcomes

3. Graduate College and Career Ready – Student graduates from high school ready for college, career. ADE will use Title III funds to enhance Arkansas's EL state initiatives by providing additional technical assistance and professional development to Title III eligible entities. Some activities supported by Arkansas's EL Strategic Plan include: Professional development on implementation of Arkansas's ELP Standards Professional development on sheltered instructional strategies Support for purchases of culturally relevant instructional materials Guidance on engaging parents and community members in their child's education Translation/interpretation guidance to support parent/community members Title III funds will be used to enhance the Arkansas EL Strategic Plan activities by including: Support for purchasing supplemental culturally relevant instructional materials Support for data-informed decisions to improve EL outcomes and determine professional development needs Translation/interpreting Title III-required activities Additional Title III parent/community engagement guidance and resources Evaluation of Title III EL program outcomes in order to improve Title III programs Participation in Arkansas's annual English Learners Conference – providing professional development to educators on ways to support Arkansas's ELs Participation in ADE's departments in collaboration to support Arkansas's English Learner statewide initiatives Collaboration with national experts, providing ADE the opportunity to meet directly with researchers on improving outcomes for English learners Collaboration with Arkansas's English learner advocacy groups and community-based organizations to better support teachers, administrators, parents and students The above activities are examples of available long term planning, and additional technical support may be provided as appropriate. ADE's continuous improvement process to ensure that the needs of historically and traditionally marginalized students and historically underrepresented populations are addressed and that outcomes for these students improve.

b. Monitoring and Technical Assistance (ESEA section 3113(b)(8)):
Describe:

3. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
4. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

Monitoring and Technical Assistance of Title III eligible entities is ongoing and systematic. Each eligible entity is reviewed based on its own unique EL needs and outcomes. Regular monitoring includes, but is not limited to:

5. **Annual review**

- Review of EL data (counts, progress learning English, proficiency in English, effective teachers, etc.)
- Review of EL identification and exiting procedure implementation
- Review of Title III expenditures
- Measurement of effectiveness of district provided PD for teachers/administrators of ELs
- Measurement of effectiveness for district provided instructional materials

Biennial review

- Review of district local plans including district evaluation of EL program
- Compare data trends on EL progress – prioritize Title III eligible entities whose EL outcomes are not met for additional technical support from ADE (for districts with 2 years not meeting EL outcomes)
- Determine specific areas of need for each district and create a joint SEA/LEA technical assistance plan to address district specific needs

Every 3 years

- Review EL data trends on EL progress – prioritize Title III eligible entities whose EL outcomes continue to not meet outcomes for program monitoring (for districts with 3 or more consecutive years of not meeting EL outcomes)
- Review and update technical assistance plan with district
- Compare data trends on EL progress – prioritize Title III eligible entities whose EL outcomes are not met for additional technical support from ADE (for districts with 2 years of not meeting EL outcomes)
- Determine specific areas of need for each district and create a joint ADE/district technical support and assistance plan to address district-specific needs. Based on all of the above criteria, a Title III eligible entity may be selected for Title III compliance monitoring. Monitoring could be either a desk monitoring, targeted on-site monitoring based on a specific concern, or on-site comprehensive monitoring. To assist eligible Title III districts with low EL outcomes, ADE proposes to use a system of support that is similar to the one currently in place to support districts identified in the process of aligning the manner in which districts are identified for state support with ADE's proposed accountability provisions under ESSA. The system of support for districts will similarly be aligned. At present, ADE provides the following support to districts identified with opportunity for growth along multiple measures.
- Districts were identified based on needs and achievement outcomes. Multiple indicators are used to establish English Learner language acquisition and academic progress. Additionally, the identification process looks at the needs the districts have for professional development, including instructional materials, increasing parent engagement and district communication with parents, student academic support, and potentially coaches provided to districts.
- Individualized support is available to districts based on district root cause analysis and needs evaluation.

- Research-based best practice and promising practice is required and expected. Exemplar districts are engaged to offer best and promising practice supports for other districts of like size, outcomes, and needs. Title III support will complement the assistance providing additional opportunities to improve outcomes for English Learners. ADE staff supporting team and Title III will collaborate on district needs and provide a collaborative, cohesive support structure. Arkansas Department of Education implements a statewide education plan for English Language Learners who are in our K-12 education system. The plan addresses disparities experienced by English Language Learners in every indicator of academic success, from the historical practices leading to disproportionate outcomes for the students to the educational needs of the students from K-12 education, by examining and applying culturally appropriate best practices. As part of the plan it requires the following:
 - LEAs to annually report, by July 1 of each year, allocations and expenditures related to English language learner programs. ADE reviews EL Outcome potential data and indicators to be used to identify LEAs for technical assistance and progressive interventions. The indicators used to identify districts are:
 - Progress in attaining English language proficiency, as measured by the state's English Language Proficiency Assessment.
 - Growth in English language arts and mathematics proficiency, as measured by state assessments.
 - Graduation rate.
 - Postsecondary enrollment of English learners.

F. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds (*ESEA section 4103©(2)(A)*): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.
This is a very complicated section to address when it is still unknown at what level this program will be funded. State activity funds could be used to support multiple initiatives/programs that foster safe and drug free schools, increase student access to high quality courses in math, science, technology, computer science, music, art, and foreign languages. Funds could also be used to increase access to personalized, rigorous learning experiences supported by technology. Use of state activity funds could best be determined by cross-divisional identified needs as seen across state
2. Awarding Subgrants (*ESEA section 4103©(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).
The SEA will award subgrants to LEAs by formula in the same proportion as to the LEAs' prior year's *Title I*, Part A allocations. If the SEA does not have sufficient funds to make allocations to any of its LEAs in an amount equal to the minimum of \$10,000, it will ratably reduce the LEA allocations.

G. Title IV, Part B: 21st Century Community Learning Centers

1. Use of Funds (*ESEA section 4203(a)(2)*): Describe how the SEA will use funds received under the 21st Century Community Learning Centers program, including funds reserved for State-level activities.

The ADE will award competitive grants ranging from \$50,000 to \$150,000 per applicant year. Grants are awarded on a three to five year cycle. Continuation of grants from year to year is awarded subject to availability of funds from the United States Department of Education and satisfactory performance is determined based on the following:

- Attendance of required personnel to mandatory training and professional development, timely and accurate entry of required program data;
- Demonstration of appropriate grant fund management which is consistent with the requirements of the statute and the operational requirements set forth in the Educational Department Administrative Regulations (EDGAR), Office of Management and Budget Circulars, US Non-Regulatory Guidance and ADE 22nd CCLC guidelines;
- Submittal of all final evaluation reports and data as required;
- Submittal of all requests for reimbursements according to federal grant regulations and ADE guidelines;
- Submittal of end of year budget and continuation reports;
- Maintenance of an acceptable program quality score as determined by the program quality assessment tool;
- Participation in required planning with data training and submittal of program improvement plans;
- Program operation is in alignment with the awarded grant application serving the target population

Grants are awarded with the purpose to provide opportunities for communities to establish or expand activities in community learning centers that provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet the challenging State academic standards;

Offer students a broad array of additional services, programs, and activities, such as youth development activities, service learning, nutrition and health education, drug and violence prevention programs, counseling programs, arts, music, physical fitness and wellness programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, internship or apprenticeship programs, and other ties to an in-demand industry sector or occupation for high school students that are designed to reinforce and complement the regular academic program of participating students; and Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development. Agencies and organizations eligible to receive the 21st CCLC program funds include, but are not limited to:

- Local Educational Agencies (LEA);
- Indian Tribe or tribal organization;
- Educational consortia;
- Non-profit agencies;
- City or county government agencies;

- Community Based Organizations (CBO) and Faith-Based Organizations (FBO);
- Institutions of higher education; and
- For-profit corporations. In addition to issuing competitive awards to Out of School Time programs funds will be utilized for staffing for management of the 21st CCLC program, professional development of staff members and subgrantees, evaluation, technical assistance and monitoring.

2. Awarding Subgrants (ESEA section 4203(a)(4)): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.
 Eligible applicants will: Serve students who attend a school site that is eligible for designation as a Title I school- wide program. To be eligible for this designation at least 40 percent of the students must qualify to receive free or reduced-price meals through the National School Lunch Program. Have submitted an application jointly between at least one LEA that is eligible to receive funds as a Title I school-wide program, and at least one public or private community organization. Each eligible organization receiving an award will use the funds to carry out a broad array of before- and after-school, summer, weekend, and/or holiday activities that advance overall student achievement, and support student success. Absolute Priority The ADE awards subgrants only to applicants primarily serving students who attend schools with a high concentration of low-income students and families. For the purpose of this application, a high concentration of low-income students and families is defined as poverty percentage (i.e., the percentage of eligible students for free or reduced price meals) of at least 40% qualify to receive free or reduced-price meals through the National School Lunch Program. Competitive Priority The ADE may award the following competitive priority points inclusive of but not limited to the following dependent upon changing state needs and data in the state evaluation report.
 Competitive Priority I: (5 pts.) Applicants that will serve students attending schools that have been identified for Comprehensive or Targeted Support (Focus or Priority School). Applicants must submit school improvement status report to receive priority points
 Competitive Priority II: (5pts.) Applicants that incorporate a summer component (minimum of 3 weeks) in addition to regular out-of-school programming could potentially receive five (5) priority points.
 Competitive Priority III: (5pts.) Applicants that will serve High School Students
 Competitive Priority IV: (5pts.) Novice Applicants could potentially receive five (5) priority points
 Applicants must either be or partner with a district that has never received a 21st CCLC grant. The ADE anticipates funding approximately 15 programs annually. Funds are subject to appropriations by the federal government. Applicants may request funds ranging from \$50,000 to 150,000 annually based on need and proposed services to the target population. All approved applications will receive their proposed budget over a three – five year grant cycle. ADE State RFP Peer Review Process The review process will begin approximately two weeks after the deadline for grant submission and will be led by the 21st CCLC program team. The team will review each application. Review teams will be formed consisting
 Eligible applicants will: Serve students who attend a school site that is eligible for designation as a Title I school-wide program. To be

eligible for this designation at least 40 percent of the students must qualify to receive free or reduced-price meals through the National School Lunch Program. Have submitted an application jointly between at least one LEA that is eligible to receive funds as a Title I school-wide program, and at least one public or private community organization. Each eligible organization receiving an award will use the funds to carry out a broad array of before- and after-school, summer, weekend, and/or holiday activities that advance overall student achievement, and support student success.

Absolute Priority The ADE awards subgrants only to applicants primarily serving students who attend schools with a high concentration of low-income students and families. For the purpose of this application, a high concentration of low-income students and families is defined as poverty percentage (i.e., the percentage of eligible students for free or reduced price meals) of at least 40% qualify to receive free or reduced-price meals through the National School Lunch Program.

Competitive Priority The ADE may award the following competitive priority points inclusive of but not limited to the following dependent upon changing state needs and data in the state evaluation report.

Competitive Priority I: (5 pts.) Applicants that will serve students attending schools that have been identified for Comprehensive or Targeted Support (Focus or Priority School). Applicants must submit school improvement status report to receive priority points

Competitive Priority II: (5pts.) Applicants that incorporate a summer component (minimum of 3 weeks) in addition to regular out-of-school programming could potentially receive five (5) priority points.

Competitive Priority III: (5pts.) Applicants that will serve High School Students

Competitive Priority IV: (5pts.) Novice Applicants could potentially receive five (5) priority points

Applicants must either be or partner with a district that has never received a 21st CCLC grant. The ADE anticipates funding approximately 15 programs annually. Funds are subject to appropriations by the federal government. Applicants may request funds ranging from \$50,000 to 150,000 annually based on need and proposed services to the target population. All approved applications will receive their proposed budget over a three – five year grant cycle.

ADE State RFP Peer Review Process The review process will begin approximately two weeks after the deadline for grant submission and will be led by the 21st CCLC program team. The team will review each application. Review teams will be formed consisting of the following individuals who have knowledge about community learning centers:

- Day-school and after-school teachers/staff;
- Community educators;
- Faith-based leaders;
- Community-based leaders;
- Building leaders (principals/teacher leaders);
- Central office curriculum specialists; and
- Employees of a State educational agency who are familiar with 21st CCLC programs and activities (does not include CDE 21st CCLC staff who are working on the program)
- Experts in the field with expertise in providing effective academic, enrichment, youth development, and related services to children

ADE has an open process for soliciting grant review readers. A call for readers request is developed by ADE's 21st CCLC Office and is distributed to external and internal stakeholders and audiences. Reviewers provide contact information, define any conflicts of interest and submit a resume. During the review, team members also sign a Confidentiality/Conflict of Interest Release. By signing this agreement, each review team member agrees to maintain confidentiality throughout the process of the application review. No member shall disclose the contents of responses to anyone outside the team and all internal workings of the team shall be kept confidential until the team has completed its evaluation. Furthermore, by signing the release, all review team members must affirm that they do not have a personal or financial interest regarding which organization or school district is recommended for a grant. All such

potential conflicts of interest situations must be reported to the 21st CCLC Program team prior to reviewing applications. Peer review team members will participate in grant training webinars led by the 21st CCLC Program team to help ensure consistent and objective grant review. Reviewer team members will rate each application individually and then convene as a group to discuss their findings and scores. One application will be scored in common by all team members. On the day of the review, a facilitated discussion of the scoring of this proposal will take place to increase the inter-rater agreement range and ensure that all reviewers are using the rubric consistently as they score proposals. Peer review team members will score each proposal based on the rubric. Each team will then work to reach consensus on a final score for each proposal. Scores are then ranked by the readers and the highest scoring grants reflecting priority areas will be funded until available funding is depleted.

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H. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. Outcomes and Objectives (*ESEA section 5223(b)(1)*): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

The Arkansas State Education Agency (SEA), will fund Rural and Low Income School Grants to eligible Local Education Agencies (LEAs), to help provide supplemental resources to assist teacher recruitment and retention, teacher professional development, educational technology, parental involvement activities, activities authorized under Title I and Title III and to promote a safe and drug free environments, all which are needed to provide quality instruction for students and the needed support to help them achieve the state's Annual Measurable Objectives (AMOs).

2. Technical Assistance (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

The SEA will provide technical assistance training to eligible LEAs on how to: Conduct needs assessments, use the funds to address the identified needs, identify priorities and goals, conduct an annual program evaluation, identify allowable expenditures, provide notification to eligible LEAs of expiring funds, offer assistance through e-mail communication, via telephone and any other available means to support eligible LEAs.

I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.
Identification of children and youth experiencing homelessness will primarily be the responsibility of local educational agencies, with support materials provided by the Arkansas Department of Education Office of Homeless Education. LEA's are trained on the identification of students according to the McKinney-Vento definition. The McKinney-Vento Act (Section 725) defines "homeless children and youth" (school-age and younger) as: Children and youth who lack a fixed, regular, and adequate nighttime residence, including children and youth who are: Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason. Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations. Living in emergency or transitional shelters. Abandoned in hospitals. Upon identification and enrollment, local educational agencies will assess the needs of children and youth experiencing homelessness through a collaborative effort of assessments administered by various departments. Those participating in the assessments include the Special Education Supervisor, Speech Pathologist, English for Speakers of Other Languages Coordinator and School Nurse.
2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.
The Arkansas Department of Education Office of Homeless Education has established a dispute resolution procedure with the purpose of providing an opportunity for the parent/guardian/unaccompanied youth to dispute a local educational agency decision on eligibility, school selection, and enrollment or transportation feasibility.
3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.
The Arkansas Department of Education Office of Homeless Education will provide ongoing training to all school personnel on the requirements of the McKinney-Vento Homeless Education Program, to heighten the awareness of children and youth experiencing homelessness. These training opportunities include in-person meetings, webinars, state conferences, and trainings conducted at the Educational Cooperatives throughout the State of Arkansas.
4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:
 - i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;

- ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
- iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.
 - (1) The State Coordinator provides training and technical assistance to McKinney-Vento District Liaisons and staff on all provisions of the MV Act, ESSA and the USED McKinney-Vento Guidance, including those specifying that students experiencing homelessness must not face barriers to accessing any academic or extracurricular activities for which they are eligible.
 - (2) To prevent any enrollment delays, McKinney-Vento District Liaisons receive training and are provided with state sample forms to assist homeless parents or youth in obtaining any necessary enrollment documents.
 - (3) The State Coordinator has coordinated and collaborated with the Arkansas Athletic Association to ensure that they maintain a process for exceptions to their standard policy for students who transfer schools due to homelessness

5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—

- i. requirements of immunization and other required health records;
- ii. residency requirements;
- iii. lack of birth certificates, school records, or other documentation;
- iv. guardianship issues; or
- v. uniform or dress code requirements.

Training and technical assistance is provided to all District Liaisons and school staff, regarding the removal of any enrollment or participation barriers for children and youth experiencing homelessness who lack required health records, birth certificates or documentation of guardianship or residency. The District Liaison is responsible for obtaining documentation for children and youth experiencing homelessness in a timely manner. District Liaisons are trained to retrieve school records as quickly as possible by contacting the sending district and requesting information by phone or fax, while official school records are being processed and sent, allowing for expedited placement of homeless students in appropriate schools and classes. The State Coordinator provides training and technical assistance to District Liaisons on all provisions of the McKinney-Vento Act, ESSA and the USED McKinney-Vento Guidance, including dress code and uniform

requirements. McKinney-Vento Homeless Education Grant funds and Title I-A Homeless Reservation funds are also used to provide necessary clothing for school dress codes or school activities. **Overview is in Appendix B**

6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.
 - (1) The State Coordinator provides training and technical assistance to District McKinney-Vento Liaisons and other staff members on all provisions of the MV Act, ESSA and the USED MV Guidance, including those related to fees, fines and absences. These trainings include a yearly State McKinney-Vento Conference and yearly trainings at the Educational Cooperatives throughout the state. Individual district training is scheduled when requested.
 - (2) ADE will ensure that barriers related to outstanding fees, fines or absences are specifically addressed.
 - (3) The LEA monitoring protocol for MV programs includes requirements that LEAs have School Board Policies and Procedures for making exceptions for homeless youth in any policy area that poses barriers to their enrollment, retention and success.

7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

The Arkansas State Coordinator for Homeless Education provides professional development and technical assistance for school counselors at the Arkansas counselor's annual conference. All counselors are invited to the McKinney-Vento State Conference to obtain additional information. District Liaisons and school counselors have been trained to complete a verification form (Provided by ADE) for any graduating Unaccompanied Homeless Youth (UHY), documenting their homeless status for the FAFSA and college financial aid staff.

Verification form is in Appendix B

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy.

B. Graduation Rates

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy.

C. Progress in Achieving English Language Proficiency

This response is under development: Options are under review by the Technical Advisory Committee for Assessment and Accountability. We are awaiting technical recommendations prior to final policy.

General Description:

The determination of long term goals and measurements of interim progress for increasing the percentage of ELs making progress in achieving English Language Proficiency (ELP) is impacted by the timing of assessment transitions for ELP. Arkansas transitioned from using the English Language Development Assessment (ELDA) in 2015 and prior years to using the English Language Proficiency Assessment for the 21st Century (ELPA21) from 2016 forward. The ELP assessment transition limits the data available for data-informed setting of long term goals and measures of interim progress, as well as the analyses for the State-determined timelines for ELs to achieve ELP. Specifically, multi-year statewide and LEA patterns and trends in ELPA21 scores are not available with regards to student growth toward Arkansas English Language Proficiency Standards at this time. A single year of ELP performance levels from ELPA21 were available for impact modeling for this proposal. ELDA scores from 2008 – 2015 were available for analyzing ELs' timeline to ELP. However, criteria for exiting English Learner status using ELDA were significantly stringent, resulting in more students retained as ELs than appears to be the case based on the initial year of ELPA21 performance levels. Mindful of the limitations and differences

of the available ELP data, the ADE proposes to implement a transitional plan for meeting this requirement which will consist of *initial* long term goals and measures of interim progress (See Table XX—Insert Table below once we have it) which will be evaluated and potentially proposed to be reset within two to three years as the ADE employs a continuous validation framework for all indicators in its methodology for meaningfully differentiating schools as part of Arkansas’s continuous cycle of inquiry and improvement.

For the ELP indicator, validity analyses will be replicated with additional years of ELPA21 scores as these become available to determine statewide and LEA patterns and trends in progress toward ELP based on ELPA21 and revised English Learner Exit criteria outlined in this proposal. Note that additional metrics for measures of interim progress toward increasing the percentage of students reaching ELP are likely to be developed and evaluated by the ADE as the ELPA21 consortium develops ELPA21 metrics for assessing student progress and/or growth toward ELP. The ADE will evaluate these additional metrics as part of its transitional plan and may propose replacing the initial model proposed for use for this indicator if validity analyses support it.

The initial model used for setting long term goals and measures of interim progress for increasing the percentage of students achieving ELP is a simple Value-Added Model (VAM) that consists of a student longitudinal growth model conditioned on students’ ELPA21 ELP level. This VAM uses students prior score history to determine an expected growth trajectory. The residual between current year ELPA21 scores and students’ expected scores are used as a proxy measure of whether the student met, exceeded or failed to meet expected growth in ELP. Student-level residuals are aggregated to the school level to provide a school-level metric for growth.

Due to the transition of assessments, and the lack of comparable multi-year scores for evaluating student progress in ELP across the transition, the VAM provides a transitional growth model that enables schools to benefit from students’ full score history in setting expected growth during these transition years. Further, this model is the same methodology proposed for use in measuring student-level growth in the content areas due to three years of assessment transitions in Arkansas’s content area assessments (See page XX for reference to Assessment transitions). Arkansas’s recent assessment transitions in the content areas, as well as in ELP necessitate the initial use of a relative growth model that is agnostic to different test score scales. As mentioned previously, as more years of ELPA21 scores become available, and the ELPA21 consortium develops its score scale-based metrics for assessing student progress toward ELP, the ADE will analyze students’ scores for patterns and trends in progress toward ELP, develop additional models for assessing progress toward ELP, and evaluate their potential for replacement for this indicator in future years if warranted.

N-size for ELP Indicator only:

Stakeholders in the Arkansas EL/Title III Advocate Group strongly indicated that they desired as many schools with English Learners and as many English Learners as possible to be reflected in the ELP Indicator as part of the Arkansas Accountability System. The purpose for increasing inclusion of ELs in the accountability system is to expand ELs’ access to supports for learning English by expanding the reach of state support to schools most in need regarding their English Learners’ progress to English proficiency yet whose density of ELs may not be as great as schools who qualified for state support under prior

minimum N sizes. A minimum N of 5 would account for 98% of ELs in Arkansas (see Table A below) and include 70.2% of schools in the accountability system for the ELP indicator (see Table B below). Although a minimum N of 5 would be most responsive to stakeholders, additional considerations have informed the selection of the minimum N size for the ELP Indicator. Specifically, FERPA and Arkansas statute require a reporting N-size of 10 for confidentiality purposes, i.e., protection of student personally identifiable information (PII). In order to comply with state and federal PII requirements and achieve the goals of the accountability system to identify struggling schools with smaller numbers of English Learners who may need additional supports, Arkansas will use an N-size of 10 for the ELP Indicator and will include the one- or two- year total number of ELs to determine whether a school reached the minimum N size for the indicator.

Table A. Percent of Statewide Population of Students in Each Group that Would Be Included in State Accountability System at Each Minimum N

Percent Of Statewide Population of Students in Each Group that Would Be Included in State Accountability System at Each Minimum N



Group	% Total Students for Schools N>=5	% Total Students for Schools N>=10	% Total Students for Schools N>=15	% Total Students for Schools N>=20	% Total Students for Schools N>=25
All	100	100	100	100	99.9
African American	99.1	97.8	96.5	95.4	94.1
Hispanic	98.5	94.6	91.1	86.9	83.7
White	100	99.9	99.7	99.6	99.4
FRLP	100	100	100	99.9	99.8
ELL	98	94	90.3	86.6	83.4
SPED	99.9	98.6	95	87.8	78.1
Gifted	99.8	98.5	94.9	89.3	82.9
Asian	82.5	64.8	53.2	40.8	30.1
Native American	52.5	28.4	14.9	10.5	10.5
Pacific Islander	83.7	78.8	72.4	70.5	69.2
More Than Two Races	87.9	66.6	46.7	35.8	26.2

Table B. Percent of Schools That Would Have An Accountable Group Based on Various Minimum Ns

Percent Of Schools That Would Have An Accountable Group Based On Various Minimum



Group	% Schools N>=5	% Schools N>=10	% Schools N>=15	% Schools N>=20	% Schools N>=25
All	99.8	99.5	99.3	99.3	98.8
African American	73.4	61.2	54.5	50.1	46.3
Hispanic	79.6	59.1	48.5	39.6	34.3
White	97.0	94.4	92.4	91.0	89.5
FRLP	99.8	99.2	98.9	98.3	97.3
ELL	70.2	50.8	40.6	33.7	28.9
SPED	98.1	92.2	82.4	68.2	53.5
Gifted	97.2	90.4	79.1	66.5	55.4
Asian	38.6	20.1	13.1	7.8	4.3
Native American	17.5	5.3	1.8	0.9	0.9
Pacific Islander	20.4	13.8	9.3	8.4	8.0
More Than Two Races	54.5	28.6	14.4	9.0	5.4

Value---Added Scores for Student Growth

School-level Value-added Scores (VAS) for ELP growth are based on student level ELP growth. VAM assesses “student growth” relative to the student’s individual score history and the student’s expectation of growth (predicted score). It reflects the difference between the observed performance and the performance expected (predicted) for each student in a group of students. The computation of the students’ Value---Added Scores (VAS) which is the difference score (residual) is carried out in two steps. In the first step, a longitudinal individual growth model is run to produce a predicted score for each student. The individual growth model uses as many years of prior scores for each student to maximize the precision of the prediction (best estimate) and accounts for students having different starting points (random intercepts). In VAM, each student’s prior score history acts as the control/ conditioning factor for the expectation of growth for the individual student. In the second step the student’s predicted score in a given year is subtracted from his/her actual score for that same year to generate the student’s value---added score (Actual – Predicted = VAS).

Values of VAS indicate the degree to which students did not meet, met, or exceeded expected growth in performance.

- If the student has a VAS with a positive value the student’s performance exceeded expectations for the year. The student had higher than expected growth. The greater the value above zero, the more the student exceeded expectations.

- If the student has a VAS value of zero the student's performance met expected performance. The student grew at least as much as expected.
- If the student has a VAS with a negative value the student did not meet expectations for growth in performance for the year meaning the student did not grow as much as expected in achievement. The lower the value of the VAS, the larger the degree to which the student did not grow as much as expected.

ELP VAS for School Growth

Student VAS are averaged for each school to provide a school--level VAS. School VAS indicate, on average, the extent to which students in the school grew compared to how much we thought they would grow based on how they had achieved in the past.

- School VAS answers the question—On average, did students in this school meet, exceed, or not meet expected growth?

Before school VAS for ELP can be included in the overall school rating, the values must be transformed to a scale that will work within the total point scale for the rating system. The ELP VAS were transformed using the equation below: (TO BE PROVIDED LATER)

Weighting of ELP Indicator

Based upon stakeholder input, a varied weighting of the ELP indicator, dependent on percent of EL population, is proposed for use in the annual meaningful differentiation of schools in the state accountability systems. One potential model could be as follows:

Example using different weighting for EL Progress				
	No EL¹	EL Low	EL Med	EL Hi
ESSA Category	Pts	Pts	Pts	Pts
ELA/Math Status	40	30	25	20
ELA/Math Growth	40	40	40	40
ELP Progress	0	10	15	20
Other Indicators	20	20	20	20
(1) No Els or does not meet min N				

Lo = < 5%				
Med 6 -15%				
Hi > = 16%				

Based on Cycle 4, 2016-17 School level data, 43% of schools would NOT be accountable for the ELP Indicator, 31% would be classified as Low Population EL schools, 14% as Medium Population EL schools, and 13% as High Population EL Schools

EL Population	Count of Schools	% of Schools in Category
> or = 16% (Hi)	134	13%
6 - 15% EL (Med)	146	14%
< or = 5% EL (Lo)	329	31%
N is Less than 5	179	17%
None	273	26%
Grand Total	1061	

Appendix B

Homeless Liaison Training

<https://drive.google.com/open?id=0BxiYBMrUhYcNeG0tUDdmbW9rNDg>

Verification Form

https://docs.google.com/document/d/1EWpewEBG_aej_W92kjTp08aadkRwqBK00NhZqb6pN1Q/edit?usp=sharing

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Appendix C

OMB Control No. 1894-0005 (Exp. 03/31/2017)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section

427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection

with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct “outreach” efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe

the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

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